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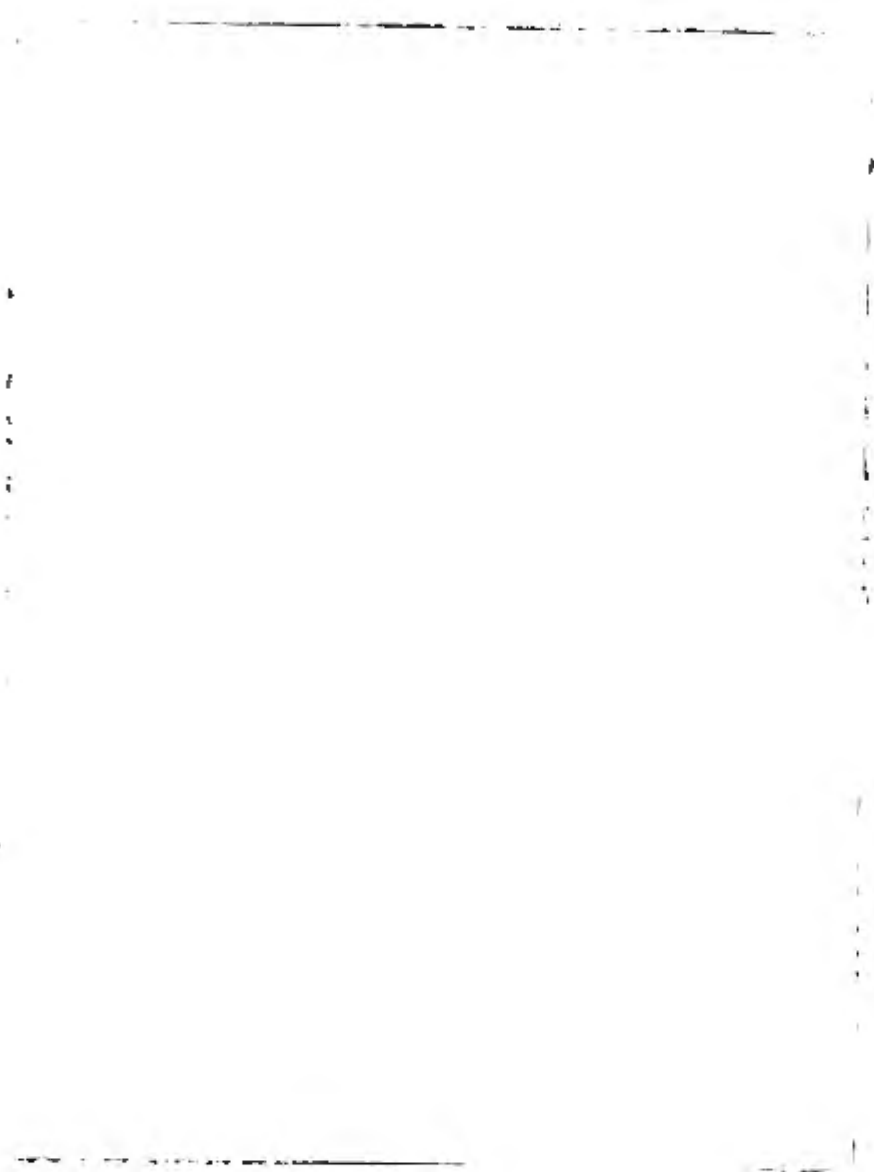
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JOINT DOCUMENTS

JOINT DOCUMENTS

OF THE

14510

STATE OF MICHIGAN

FOR THE YEAR 1896

IN FIVE VOLUMES

VOL. I

BY AUTHORITY

LANING
ROBERT SMITH & CO., STATE PRINTERS AND BINDERS

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4. Ninth biennial report of the Michigan State Industrial Home for Girls, for the years 1895-6.
5. Eighth biennial report of the Board of Control of the Michigan School for Blind, from July 1, 1894, to June 30, 1896.
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7. Biennial report of the Board of Control of the Michigan State Public School for Dependent and Neglected Children, for the years ending June 30, 1895, and June 30, 1896, with the reports of the Superintendent, Treasurer, Physician, State Agent and Principal of School, from June 30, 1895, to June 30, 1896.
8. Report of the Board of Control of the Michigan Home for the Feeble Minded and Epileptic, at Lapeer, for the biennial period ending June 30, 1896.
9. Twenty-fourth annual Abstract of Statistical Information relative to the Insane, Deaf and Dumb, and Blind, also Statistics of the Idiotic and Epileptic in the State of Michigan, compiled under the supervision of Washington Gardner, Secretary of State, 1896.
10. Thirteenth Biennial Report of the Michigan State Board of Corrections and Charities, 1895-6.
11. Twenty-sixth Annual Abstract of the Reports of the Superintendents of the Poor in the State of Michigan, compiled under the supervision of Washington Gardner, Secretary of State, June 30, 1896.
12. Report of the State Librarian of the State of Michigan for the years June 30, 1894, to July 1, 1896.

SIXTIETH ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION
OF THE
STATE OF MICHIGAN
WITH
ACCOMPANYING DOCUMENTS
FOR
THE YEAR 1896

BY AUTHORITY

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LETTER OF TRANSMITTAL.

STATE OF MICHIGAN,
DEPARTMENT OF PUBLIC INSTRUCTION, }
Lansing, Dec. 31, 1896.

To His Excellency, HAZEN S. PINGREE,
Governor of the State of Michigan :

SIR—In compliance with the provisions of law, I have the honor herewith to transmit through you to the Legislature, the annual report of the Superintendent of Public Instruction, together with the accompanying documents for the year 1896.

Very respectfully,

Your obedient servant,

HENRY R. PATTENGILL,

Superintendent of Public Instruction.

SUPERINTENDENT'S REPORT.

Notwithstanding the continuance of the depressed condition of business interests severely affecting our commonwealth, our schools have made most noticeable and pleasing growth.

The most casual observer must have noticed how much more importance is now attached to the profession of teaching than even ten or twenty years ago. Scarcely one of our great magazines issues a number that does not consider some phase of education. People are taking greater interest in schools and coming more and more to study the problems of education carefully and practically. Never before, it is safe to say, were teachers so alert to the best means of carrying on their work; and never before have they given the work so much and so careful study. Michigan teachers have shared in this glorious advance, and the journeys and visits of the year convince the State Superintendent that better work was never before done by the great body of our teachers. A better, kinder, broader spirit animates the mass of teachers. The school ideals are placed higher, and the march is forward and upward.

This optimistic view does not overlook some of the defects still apparent, and no one should for a moment think that the ideals are yet high enough or that perfection is well-nigh reached. It is no small satisfaction, however, after the hue and cry raised by the non-progressives and time-servers concerning advanced requirements, to note the most excellent working of the law limiting the number of third grade certificates and increasing the minimum age of applicants for certificates. Teachers are rapidly taking second grade certificates, and the third is very properly coming to be considered as only a probationer's license. Students in school are looking forward to this, and by closer application and a longer term in school are fitting themselves in second grade studies before leaving the high school. This does not detract in the least from the natural ability of the teacher, from skill in government or power to impart instruction. It merely adds a broader, deeper, richer scholarship to the natural advantages; and the tendency is to give to the pupils of our district schools teachers of maturer thought, more disciplined judgment, and richer scholarship. Hundreds of young men and women are headed toward higher grades of certificate; endorsed firsts and state certificates are the grades sought and obtained now by scores where formerly few were found. To be sure, 1,003 fewer third grade certificates were granted this year than last, and 1,003 more could easily be spared.

Let the camp-followers, the incompetents, the school-keepers be weeded out. Let them be turned into trades and professions where their botch-work shall endanger less precious material. May boards of examiners possess the moral courage and stamina to protect the pupils from incompetent teachers. May the patrons and school officers learn better the vast difference between school keeping and school teaching. Officers who waste the public funds on poor teachers are little short of criminals.

SPECIAL CERTIFICATES.

Special certificates are a cause of no end of trouble and as a rule work great injustice. In nearly every instance where granted they are unnecessary. Competent, legally qualified teachers stand ready to take the place which these special-certificate, school-officer pets seek to obtain by some hook or crook. Teaching will be more of a profession when the special certificate nuisance is abolished. The few cases of honest need served by specials are counter-balanced a thousand fold by the injustice and favoritism they work.

TEACHERS' WAGES.

With all wages the general wages of teachers have declined, and yet the poorly paid female teacher of the rural school has within the past year had her average wages raised \$5.82 per month.

In reducing wages to meet the needs of decreasing revenue, our people should bear in mind that the teachers of our country and smaller village schools have not heretofore received their just share of compensation. Their wages have been too low in comparison with those paid for other kinds of work. In grading wages people should consider the capital invested in the preparation of a teacher, the requirements in dress, and the skill required to handle the raw material with which they labor. In reducing wages teachers should be the last to receive the cut and then be cut the least.

SCHOOL ATTENDANCE.

With almost exactly the same number of children on the school census as last year, there has been an increase in attendance of 17,485 pupils in our public schools, and it is safe to say that enough more have been crowded into the parochial schools to make the increase reach 20,000. This is the result of the new compulsory school law. Nearly all this increase has come from the enforcement of the law in cities and villages. Had the country members of the legislature permitted the law to be made as good for the country, there would have been 20,000 more added to the enrollment. The law should be amended so as to make it reach the country schools as effectively as it does the city. It should also be amended so that its provisions for cities would be applicable to villages of 500 population or over.

GRADUATES.

Through the greater earnestness and enthusiasm of teachers, by the more sensible courses of study and better teaching, by the care taken on the part of warm-hearted, kindly disposed superintendents, and by the advanced requirements for teachers' certificates, the high schools of the State universally report much larger attendance, and the graduating classes are steadily growing larger. This is as it should be; the high school is the poor man's college. A good high school makes better all the grades of the school and leads the pupil to higher ideals.

The promotion and graduating exercises in the eighth grade of the rural schools have in numerous instances proved most interesting and stimulating. The practice is one much to be commended.

UNITED STATES HISTORY.

Again the Superintendent of Public Instruction would commend to most favorable notice the movement to make more prominent the study of United States History. In the new Manual and Course of Study for District Schools, preparation of which is now under way, a very helpful and suggestive course in history will be outlined for all grades from three to ten, inclusive. In this connection let me urge teachers to induce pupils to commit to memory at least one patriotic selection each term.

ENGLISH COMPOSITION.

More systematic study should be given to the mastery of the art of English composition. County examiners should be far more careful in their markings of the essay in the grammar examination. If this part of the work were more emphasized and more closely marked, the effect would soon be apparent in the teaching of English expression to the children.

LITERATURE.

No other study of the curriculum so reaches the heart and moulds the character as does literature. Let the pupils of all grades be early and often introduced to the beautiful masterpieces. The teacher should be full of the subject herself. Lead the pupil to see and appreciate the beauty of the selection; train early to criticism. A few weeks carefully spent in mastering an English classic will help the pupil to love and admire good reading,—a power that will ever make life grander and more beautiful.

INSTITUTES.

At this time it may be pertinent to call attention to the fact that the attendance at teachers' institutes has increased from 6,346 in 1892 to 10,000 in 1896, and this without any material increase in the number of

teachers. This increase of 57 per cent in four years argues well for the quality of work done by the institute workers, and is a further evidence of the growth of professional spirit on the part of teachers. Yet in nearly every legislature some embryo statesmen seek to impair the usefulness of this helpful ally.

COUNTY SCHOOL COMMISSIONERS.

Permanent, rapid, radical, wholesome improvement in school affairs came to our State with the law that provided for county supervision of schools. The value to the rural schools of a competent, active, inspiring, true, scholarly school commissioner is incalculable. A good commissioner earns many times his salary by his efficient supervision. He inspires and helps the teachers; he cheers the pupils and encourages them to work; he enlists the people in school work and paves the way for progress. The commissioners of this State have also saved their counties many times the amount of their salaries in timely warnings and suggestions concerning unnecessary and expensive apparatus. Our people as a rule appreciate good commissioners, and it is pleasing to note that partisan politics is not permitted in every instance to dictate in the choice.

SCHOOL ROOM DECORATION.

Let the school boards see that the school house is presentable. Paint, kalsomine, paper, varnish, soap, water, stove-polish, elbow grease, grit, and gumption should be used in proper combination. The flag and fine pictures of eminent Americans should be in every school room. Get such other pictures as good taste suggests and means permit.

SCHOOL LIBRARIES.

Perish the boards that perpetually rob the children of good reading by voting the library money to the general fund. Every district should have a working school library. Every district should vote a sum each year to supplement the library money. Teachers, commissioners, see to this. If necessary, start the fund by entertainments. There are 533 more district libraries and 52,459 more books in libraries than last year. That is good, but we must do better and keep the ball rolling. Teachers, make good use of the books you have, and cultivate a taste for good reading. Ask pupils about the books they have read; show them *how* to read and *what* to read.

FREE TEXT BOOKS.

Year by year the experience of those districts using free text books points to that system as the best and cheapest solution of the text book problem. Few if any districts ever forsake the plan when once adopted, and new ones are adopting the system every year.

OLD GLORY.

Of the schools in Michigan 5,163 are, according to the reports, supplied with large bunting flags; 2,176 of these have been added during the past year.

There is no more inspiring sight than that of a fine flag floating over a school house,—the pride and glory of patriotic girls and boys. Let it fly whenever opportunity offers. Do not let a broken halyard keep the flag from floating during several weeks or a year, as in some cases reported to this office. When not on the flag staff, it should be tastily draped in the school room, not wadded up and thrown on top of a dusty book case or stowed away on a shelf.

Ample time has now been given for every district to comply with the law concerning the flag; and nothing save stinginess of the smallest type, mulishness of the long-eared variety, or copper-headism of the rankest kind, can long keep the school from owning and unfurling the flag.

“ Ye who love the Republic, remember the claim
Ye owe to her fortune, ye owe to her name;
To her years of prosperity, past and in store,
The hundred behind you, the thousand before.
’Tis the school house that stands by the flag,
Let the nation stand by the school!
’Tis the school bell that rings for our liberty old,
’Tis the school boy whose ballot shall rule.

The blue arch above us is liberty’s dome,
The green fields beneath us equality’s home.
The school house today is humanity’s friend,
Let the nation the flag and the school house defend.
’Tis the school house that stands by the flag,
Let the nation stand by the school!
’Tis the school bell that rings for our liberty old,
’Tis the school boy whose ballot shall rule.”

CONCLUSION.

In concluding this, my last report as State Superintendent, let me acknowledge the most hearty, loyal, and efficient support of the office force from deputy to janitor. Also let me make acknowledgment of the cheering, sturdy, and helpful support of the great body of energetic and progressive teachers, commissioners, and school officers. To be sure your superintendent has made mistakes—“He who never makes any mistakes, never makes anything.” However, he has sought to advance the school interests of the State, and to that end has given his time and thought and effort. He lays down the work without regret, in fact with pleasure. The office calls for all of a person’s time and his best efforts; and the incumbent should receive a compensation commensurate with the work and responsibility. This he does not get.

The administration of the office falls into the hands of one familiar with all its duties, in sympathy with the general conduct of affairs for the past four years, and entirely competent to carry forward the work with ability and vigor. With kindest wishes for my successor, and with abiding faith in the public schools, I am,

Most respectfully yours,

HENRY R. PATTENGILL.

STATISTICAL TABLES.

TABLE I.

Comparative summary of statistics for the years 1895 and 1896.

Items.	1895.	1896.	Increase.	Decrease.
<i>Districts and schools.</i>				
Number of townships and independent districts reporting	1,283	1,281	.....	2
Number of graded school districts.....	623	637	14	.....
Number of ungraded school districts.....	6,536	6,530	.....	6
Total	7,159	7,167	8	.....
Number of township unit districts	89	97	8	.....
School census of graded school districts	397,689	399,581	1,892	.....
School census of ungraded school districts.....	302,139	300,488	.....	1,651
Total	699,828	700,069	241	.....
Enrollment in graded schools.....	264,626	281,485	16,859	.....
Enrollment in ungraded schools	212,058	212,684	626	.....
Total	476,684	494,169	17,485	.....
Percentage of attendance in graded schools.....	66.5	70.4	3.9	.....
Percentage of attendance in ungraded schools.....	70.2	70.7	.5	.....
Percentage for the State.....	68.1	70.6	2.5	.....
Number of districts reporting having main- tained school.....	7,078	7,046	.....	32
Average duration in months in graded schools...	9.37	9.35	.....	.02
Average duration in months in ungraded schools	7.77	7.95	.18
Average for the State.....	7.91	8.07	.16

STATISTICAL TABLES.

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TABLE I.—CONTINUED.

Items.	1895.	1896.	Increase.	Decrease.
Number of private and select schools reported ..	378	368		10
Number of male teachers in such schools	339	385	46	
Number of female teachers in such schools	756	695		61
Estimated number of pupils attending such schools	43,636	44,058	417	
<i>Teachers and their employments.</i>				
Number of teachers necessary to supply graded schools	5,532	5,897		135
Number of teachers necessary to supply ungraded schools	6,549	6,530		19
Total	12,081	11,927		154
Number of male teachers employed in graded schools	847	897	50	
Number of male teachers employed in ungraded schools	2,787	2,765		22
Total	3,634	3,662	28	
Number of female teachers employed in graded schools	4,866	5,062	196	
Number of female teachers employed in ungraded schools	7,513	7,172		341
Total	12,379	12,234		145
Whole number of teachers employed in graded schools	5,713	5,959	246	
Whole number of teachers employed in ungraded schools	10,200	9,937		263
Total	16,013	15,896		117
Average number of months taught by males in graded schools	9.11	9.13	.02	
Average number of months taught by males in ungraded schools	5.33	5.65	.32	
General average	6.21	6.50	.29	
Average number of months taught by females in graded schools	9.28	9.56	.28	
Average number of months taught by females in ungraded schools	5.08	5.14	.06	
General average	6.73	6.97	.24	
Total wages of male teachers in graded schools ..	\$589,031 85	\$605,834 76	\$16,802 91	
Total wages of male teachers in ungraded schools ..	453,124 26	456,398 36	3,274 10	
Total	\$1,042,156 11	\$1,062,233 12	\$20,077 01	

DEPARTMENT OF PUBLIC INSTRUCTION.

TABLE I.—CONTINUED.

Items.	1895.	1896.	Increase.	Decrease.
Total wages of female teachers in graded schools	\$1,983,700 80	\$1,902,908 09		\$80,792 71
Total wages of female teachers, ungraded schools	942,743 22	1,123,868 45	\$181,125 23	
Total.....	\$2,926,444 02	\$3,026,776 54	\$100,332 52	
Aggregate wages of all teachers in graded schools	\$2,572,732 65	\$2,508,742 85		\$63,989 80
Aggregate wages of all teachers in ungraded schools	1,395,867 48	1,580,266 81	\$184,399 33	
Total.....	\$3,968,600 13	\$4,089,009 66	\$120,409 53	
Average monthly wages of male teachers in graded schools	\$76.32	\$74 00		\$2.32
Average monthly wages of male teachers in ungraded schools	30.50	29.22		1.28
Average monthly wages of male teachers in all schools	\$46.17	\$44.62		\$1.55
Average monthly wages of female teachers in graded schools	\$43.91	\$39.31		\$4.60
Average monthly wages of female teachers in ungraded schools	24.67	30.49	5.82	
Average monthly wages of female teachers in all schools	\$35.09	\$35.49	\$0.40	
<i>Examination and certification of teachers.</i>				
Number of public examinations held.....	396	323		73
Number of applicants for regular certificates	16,626	16,251		375
Number of first grade certificates granted.....	125	151	26	
Number of second grade certificates granted.....	1,181	1,411	230	
Number of third grade certificates granted.....	8,561	7,558		1,003
Whole number of regular certificates granted	9,867	9,120		747
Number of applicants for special certificates.....	1,178	1,286	108	
Number of special certificates granted.....	804	897	93	
Number of teachers who held State or Normal School certificates	587	642	55	
Whole number of legally qualified teachers	11,914	11,510		404
Number licensed without previous experience in teaching	2,357	2,281		76
Number of applicants who had attended State Normal School	1,201	1,203	2	
Number of applicants who had attended institutes during the year	5,305	5,227		78
Number making teaching a permanent profession	5,786	6,304	518	
<i>School property.</i>				
Number of frame school houses.....	6,025	6,042	17	
Number of brick school houses	1,397	1,420	23	
Number of stone school houses	74	74		
Number of log school houses	389	319		20
Total.....	7,835	7,855	20	

STATISTICAL TABLES.

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TABLE I.—CONTINUED.

Items.	1895.	1896.	Increase	Decrease.
Whole number of sittings in school houses.....	594,904	599,608	4,704	-----
Estimated value of property in graded school districts.....	\$12,506,423 00	\$13,271,861 00	\$765,438 00	-----
Estimated value of property in ungraded school districts.....	4,260,459 00	4,317,708 00	57,249 00	-----
Total.....	\$16,766,882 00	\$17,589,569 00	\$822,687 00	-----
Number of districts reporting dictionaries in schools.....	5,712	5,989	277	-----
Number of districts reporting globes in schools..	3,486	4,828	1,342	-----
Number of districts reporting maps in schools...	4,287	5,433	1,146	-----
<i>Financial.</i>				
Amount of one mill tax received.....	\$630,621 86	\$631,410 36	\$788 50	-----
Amount of primary school interest fund received.....	882,061 20	901,186 47	19,105 27	-----
Amount received from non-resident tuition.....	75,890 41	78,907 93	3,017 52	-----
Amount received from district taxes.....	3,881,252 69	4,173,222 93	341,970 24	-----
Amount received from all other sources.....	453,104 09	367,541 20	-----	\$85,562 89
Total net receipts.....	\$5,872,950 25	\$6,152,268 89	\$279,318 64	-----
Amount received from loans.....	480,794 42	513,843 11	33,048 69	-----
Balance on hand from preceding year.....	1,559,891 09	1,162,655 23	-----	\$397,235 86
Total resources including amount on hand from preceding year.....	\$7,913,635 76	\$7,828,767 23	-----	\$84,868 53
Amount paid male teachers.....	\$1,040,746 07	\$1,060,687 80	\$19,941 73	-----
Amount paid female teachers.....	2,922,335 99	3,022,621 72	100,285 73	-----
Amount paid for building and repairs.....	976,440 49	877,705 14	-----	\$98,735 35
Amount paid for interest on loans.....	123,834 11	123,251 67	-----	1,082 44
Amount paid for all other purposes.....	1,365,146 40	1,438,682 70	73,536 30	-----
Total net expenditures.....	\$6,428,003 06	\$6,521,949 03	\$93,945 97	-----
Amount paid on bonded indebtedness.....	318,810 55	344,464 67	25,654 12	-----
Balance carried to next year.....	1,166,822 15	962,353 53	-----	\$204,468 62
Total expenditures including balance on hand.....	\$7,913,635 76	\$7,828,767 23	-----	\$84,868 53
Total expenditures in graded school districts.....	\$4,587,244 34	\$4,659,179 45	\$71,935 11	-----
Total expenditures in ungraded school districts.....	1,840,758 72	1,862,769 58	22,010 86	-----
Total net expenditures.....	\$6,428,003 06	\$6,521,949 03	\$93,945 97	-----
Total bonded indebtedness of districts.....	\$2,009,540 28	\$2,075,624 61	\$66,084 33	-----
Total floating indebtedness of districts.....	230,879 62	244,253 14	13,373 52	-----
Total indebtedness.....	\$2,240,419 90	\$2,319,877 75	\$79,457 85	-----
Total indebtedness in graded school districts.....	\$2,004,988 39	\$2,060,416 34	\$75,427 95	-----
Total indebtedness in ungraded school districts..	235,431 51	239,461 41	4,029 90	-----
Total indebtedness.....	\$2,240,419 90	\$2,319,877 75	\$79,457 85	-----

TABLE I.--CONTINUED.

Items.	1895.	1896.	Increase.	Decrease.
Total amount due the districts.....	\$290,684 44	\$318,987 32	\$28,302 88	-----
<i>School libraries.</i>				
Number of townships reporting libraries.....	484	475	-----	9
Number of districts reporting libraries.....	1,753	2,295	542	-----
Total number of libraries	2,237	2,770	533	-----
Number of volumes in township libraries	160,140	164,083	3,943	-----
Number of volumes in district libraries	528,302	580,761	52,459	-----
Total number of volumes in all libraries.....	688,442	744,844	56,402	-----
Amount of taxes voted for township libraries....	\$3,916 23	\$3,284 18	-----	\$632 05
Amount received from county treasurers for township libraries	9,842 74	10,957 80	\$1,115 06	-----
Number of townships diverting money to general school purposes	351	528	175	-----
Number of townships forfeiting library moneys..	376	231	-----	145
Amount paid for support of township libraries...	\$16,027 04	\$16,018 76	-----	\$8 28
Amount paid for support of district libraries.....	94,531 56	94,526 37	-----	5 19
<i>Teachers' Institutes.</i>				
Number of State institutes held.....	79	83	4	-----
Number of men enrolled at such institutes	2,291	2,532	241	-----
Number of women enrolled at such institutes....	7,418	7,468	50	-----
Total enrollment.....	9,709	10,000	291	-----
Amount received from State Treasurer for such institutes	\$1,810 36	\$1,801 00	-----	\$9 36
Amount received from county treasurers for such institutes	10,762 16	10,340 71	-----	421 45
Total amount expended	\$12,572 52	\$12,141 71	-----	\$430 81
<i>Miscellaneous.</i>				
Number of counties reporting county teachers' associations.....	65	68	3	-----
Amount per diem received by examiners.....	\$14,680 54	\$15,155 26	\$474 72	-----
Amount paid commissioners of schools.....	69,245 00	66,875 00	-----	\$2,370 00
Total compensation.....	\$83,925 54	\$82,030 26	-----	\$1,895 28

STATISTICAL TABLES.

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TABLE I.—CONCLUDED.

Items.	1895.	1896.	Increase.	Decrease.
Amount allowed by supervisors for expenses of county boards.....	\$7,349 93	\$8,567 27	\$1,217 34	-----
Amount paid and due township inspectors for services.....	15,572 87	17,140 32	1,567 95	-----
Amount paid chairmen of board of inspectors.....	21,298 12	23,388 35	-----	\$2,090 23
Total amount of primary school interest fund apportioned.....	\$1,000,312 06	\$858,824 13	-----	\$141,487 93
Rate per capita, May apportionment.....	\$0 61	\$0 46	-----	\$0 15
Rate per capita, November apportionment.....	83	77	-----	06
Rate per capita for year.....	\$1 44	\$1 23	-----	\$0 21
Total number of U. S. flags in school districts	3,307	5,613	2,306	-----

TABLE II.

Twenty-second and twenty-third semi-annual apportionment of the primary school interest fund.

Counties.	Apportionment May 10, 1896, rate per capita 46 cents.			Apportionment Nov. 10, 1896, rate per capita 77 cents.		
	Whole No. of children.	No. included in apportionment.	Amount apportioned.	Whole No. of children.	No. included in apportionment.	Amount apportioned.
Totals.....	699,828	698,231	\$321,186 26	699,828	698,231	\$537,637 87
Alcona.....	1,910	1,859	\$855 14	1,910	1,859	\$1,431 43
Alger.....	512	512	235 52	512	512	394 24
Allegan.....	12,264	12,248	5,634 06	12,264	12,248	9,430 96
Alpena.....	6,799	6,799	3,127 54	6,799	6,799	5,235 23
Antrim.....	4,088	4,088	1,857 48	4,088	4,088	3,109 26
Arenac.....	2,502	2,416	1,111 36	2,502	2,416	1,800 32
Baraga.....	1,572	1,491	685 86	1,572	1,491	1,148 07
Barry.....	7,091	7,079	3,256 34	7,091	7,079	5,450 83
Bay.....	22,682	22,682	10,433 72	22,682	22,682	17,465 14
Benzle.....	2,549	2,491	1,145 86	2,549	2,491	1,918 07
Berrien.....	13,639	13,639	6,273 94	13,639	13,639	10,502 03
Branch.....	6,877	6,866	3,153 36	6,877	6,866	5,236 82
Calhoun.....	12,698	12,698	5,841 08	12,698	12,698	9,777 46
Cass.....	6,017	6,017	2,767 82	6,017	6,017	4,633 09
Charlevoix.....	3,823	3,766	a 1,833 53	3,823	3,766	2,899 82
Cheboygan.....	4,964	4,839	2,225 94	4,964	4,839	3,726 03
Chippewa.....	4,543	4,502	b 2,160 01	4,543	4,502	3,466 54
Clare.....	2,377	2,357	1,084 22	2,377	2,357	1,814 89
Clinton.....	7,635	7,635	3,512 10	7,635	7,635	5,878 96
Crawford.....	712	641	294 86	712	641	493 57
Delta.....	5,379	5,356	2,463 76	5,379	5,356	4,124 12
Dickinson.....	4,142	4,142	1,905 82	4,142	4,142	3,189 34
Eaton.....	8,971	8,971	4,126 66	8,971	8,971	6,907 67
Emmet.....	3,172	3,160	1,453 60	3,172	3,160	2,433 20
Genesee.....	11,239	11,239	5,169 94	11,239	11,239	8,654 03
Gladwin.....	1,570	1,570	722 20	1,570	1,570	1,208 90
Gogebic.....	3,298	3,298	1,514 78	3,298	3,298	2,535 61
Grand Traverse.....	5,204	5,204	2,393 84	5,204	5,204	4,007 08
Gratiot.....	9,298	9,298	4,277 08	9,298	9,298	7,159 46
Hillsdale.....	8,234	8,234	3,787 64	8,234	8,234	6,340 18
Houghton.....	14,737	14,737	c 7,167 82	14,737	14,737	11,347 49
Huron.....	12,356	12,324	5,669 04	12,356	12,324	9,489 48
Ingham.....	11,353	11,353	5,222 38	11,353	11,353	8,741 81
Ionia.....	10,129	10,129	4,659 34	10,129	10,129	7,799 33
Iosco.....	3,528	3,774	1,736 04	3,528	3,774	2,905 98
Iron.....	1,453	1,449	666 54	1,453	1,449	1,115 73
Isabella.....	7,258	7,227	3,324 42	7,258	7,227	5,564 79
Jackson.....	12,617	12,617	5,803 82	12,617	12,617	9,715 09
Kalamazoo.....	11,128	11,128	5,118 88	11,128	11,128	8,568 56
Kalkaska.....	1,626	1,626	747 96	1,626	1,626	1,252 02
Kent.....	38,927	38,865	17,877 90	38,927	38,865	29,926 05
Keweenaw.....	641	641	294 86	641	641	493 57
Lake.....	1,774	1,771	814 66	1,774	1,771	1,363 67
Lapeer.....	9,356	9,356	d 4,365 68	9,356	9,356	7,204 12

TABLE II.—CONCLUDED.

Counties.	Apportionment May 10, 1896, rate per capita 46 cents.			Apportionment Nov. 10, 1896, rate per capita 77 cents.		
	Whole No. of children.	No. in- cluded in apportion- ment.	Amount apportioned.	Whole No. of children.	No. in- cluded in apportion- ment.	Amount ap- portioned.
Leelanau	3,296	3,285	\$1,501 90	3,296	3,285	\$2,514 05
Lenawee	13,371	13,366	6,148 86	13,371	13,366	10,291 82
Livingston	5,780	5,780	2,658 80	5,780	5,780	4,450 60
Luce	555	552	258 92	555	552	425 04
Mackinac	2,305	2,280	1,048 80	2,305	2,280	1,755 60
Macomb	10,768	10,768	4,953 28	10,768	10,768	8,291 36
Manistee	9,169	9,161	4,214 06	9,169	9,161	7,053 97
Marquette	12,062	12,062	5,548 52	12,062	12,062	9,287 74
Mason	6,176	6,181	2,820 26	6,176	6,131	4,720 87
Mecosta	7,096	7,050	3,243 00	7,096	7,050	5,428 50
Menominee	7,646	7,646	3,517 16	7,646	7,646	5,887 42
Midland	4,553	4,553	2,094 38	4,553	4,553	3,505 81
Missaukee	2,141	2,124	977 04	2,141	2,124	1,635 48
Monroe	11,074	11,074	5,094 04	11,074	11,074	8,526 98
Montcalm	10,815	10,815	4,974 90	10,815	10,815	8,327 55
Montmorency	799	799	367 54	799	799	615 23
Muskegon	13,025	12,973	5,967 58	13,025	12,973	9,989 21
Newaygo	6,012	5,996	2,758 16	6,012	5,996	4,616 92
Oakland	11,026	10,971	5,046 66	11,026	10,971	8,447 67
Oceana	5,572	5,519	2,538 74	5,572	5,519	4,249 63
Ogemaw	1,928	1,852	851 92	1,928	1,852	1,426 04
Ontonagon	1,544	1,544	710 24	1,544	1,544	1,188 88
Osceola	5,697	5,697	2,620 62	5,697	5,697	4,386 69
Oscoda	379	358	164 68	379	358	275 66
Otsego	1,404	1,361	626 06	1,404	1,361	1,047 97
Ottawa	13,860	13,860	6,375 60	13,860	13,860	10,672 20
Presque Isle	1,856	1,727	794 42	1,856	1,727	1,329 79
Roscommon	448	393	180 78	448	393	302 61
Saginaw	27,274	27,240	12,580 40	27,274	27,240	20,974 80
St. Clair	18,905	18,905	8,696 30	18,905	18,905	14,556 85
St. Joseph	6,702	6,702	3,082 92	6,702	6,702	5,160 54
Sanilac	12,328	12,295	5,655 70	12,328	12,295	9,467 15
Schoolcraft	1,789	1,789	822 94	1,789	1,789	1,377 53
Shiawassee	9,272	9,272	4,265 12	9,272	9,272	7,139 44
Tuscola	11,494	11,494	5,287 24	11,494	11,494	8,850 38
Van Buren	9,220	9,220	4,241 20	9,220	9,220	7,099 40
Washtenaw	12,833	12,833	5,673 18	12,833	12,833	9,496 41
Wayne	92,902	92,902	42,734 92	92,902	92,902	71,534 54
Wexford	4,363	4,363	2,006 98	4,363	4,363	3,359 51

a Includes \$101.17 deficiency in May and November, 1895.

b Includes \$89.09 deficiency in May and November, 1894.

c Includes \$388.80 deficiency in May and November, 1895.

d Includes \$61.92 deficiency in May and November, 1895.

TABLE III.
General school statistics as reported by the school inspectors for the year ending September 7, 1896.

Counties.	No. of townships and cities report- ing.	Whole number of school districts.	No. of districts that maintained school.	No. of graded school districts.	No. of township unit districts.	No. of children be- tween five and twenty years of age.	No. of children be- tween five and twenty years of age that attend- ed school.	Whole number of days of school.	No. of school houses.				Whole number of sittings provided for in school houses.	Estimated value of school property.	Average number months of school.
									Stone.	Brick.	Frame.	Log.			
Totals.....	1,281	7,167	7,046	637	97	700,069	491,169	1,138,265	74	1,420	6,042	319	599,608	\$17,589,569	6.
Alcona.....	11	27	27	2	.....	1,862	1,383	4,023	.....	.....	25	5	1,726	\$16,530	7.4
Alger.....	7	7	7	2	7	1,925	1,422	1,080	.....	1	9	7	1,550	17,900	7.5
Allegan.....	24	184	183	19	.....	12,125	9,354	29,692	1	24	167	.....	12,898	197,217	8.1
Alpena.....	8	27	26	3	5	6,755	3,210	3,906	.....	2	46	9	3,492	146,350	6.3
Antrim.....	15	72	70	6	.....	4,057	3,370	10,711	.....	5	60	11	4,142	87,118	7.6
Arenac.....	11	34	32	5	.....	2,632	1,749	4,609	.....	1	29	5	2,328	34,735	7.2
Baraga.....	4	4	4	2	4	1,208	714	689	.....	.....	12	2	960	20,500	8.6
Barry.....	17	147	147	5	.....	6,869	5,987	23,773	.....	16	133	2	8,925	165,529	8.8
Bay.....	16	63	62	5	1	22,401	12,616	10,368	.....	15	65	2	11,986	482,115	8.3
Benzie.....	12	48	45	6	.....	2,627	2,091	6,635	.....	1	49	.....	3,009	75,725	6.9
Berrien.....	23	149	149	19	.....	13,664	10,909	28,814	.....	49	109	.....	12,890	350,225	7.9
Branch.....	17	129	128	6	.....	6,725	5,372	20,919	11	43	79	.....	8,592	223,245	8.4
Calhoun.....	23	164	164	9	.....	12,672	9,635	27,519	6	37	136	.....	12,903	524,655	8.3
Cass.....	16	114	114	5	.....	5,930	4,999	18,986	.....	27	88	.....	7,099	168,800	8.3
Charlevoix.....	16	67	65	5	.....	3,719	2,880	9,208	.....	3	60	5	4,344	74,343	7.
Cheboygan.....	16	62	54	3	1	5,032	3,173	7,455	.....	3	48	12	3,555	81,103	6.9
Chippewa.....	13	44	38	3	4	4,708	3,048	5,067	.....	3	29	20	3,437	80,930	6.6
Clare.....	15	47	42	3	.....	2,425	1,821	5,935	.....	2	38	5	2,827	65,622	6.3
Clinton.....	16	132	129	9	.....	7,562	5,588	21,458	.....	36	95	.....	8,308	166,664	8.3
Crawford.....	9	34	23	1	.....	711	555	2,289	.....	.....	27	3	1,310	27,200	4.9
Delta.....	14	31	26	4	5	5,853	3,453	4,467	.....	3	38	11	3,648	120,630	8.5
Dickinson.....	8	8	8	3	6	4,361	3,189	1,490	1	2	20	.....	3,241	137,469	9.3
Eaton.....	18	147	147	11	.....	8,623	7,352	21,493	.....	44	112	.....	9,968	193,561	8.3
Emmet.....	13	68	63	2	.....	3,512	2,136	8,294	.....	2	54	13	3,478	65,435	6.5
Genesee.....	20	160	159	12	.....	10,573	8,882	26,911	.....	25	143	.....	12,479	340,300	8.4
Gladwin.....	12	32	30	1	.....	1,687	1,169	4,152	.....	.....	17	13	1,503	24,785	6.9
Gogebic.....	7	7	7	3	4	3,690	2,717	1,379	.....	2	19	1	2,630	113,800	9.8
Grand Traverse.....	14	68	67	6	1	5,088	3,931	9,572	.....	4	70	1	5,104	172,290	7.1
Gratiot.....	18	130	130	10	.....	9,211	7,541	21,518	.....	12	117	1	9,308	164,451	8.2
Hillsdale.....	19	166	165	16	.....	8,092	6,483	26,954	10	58	105	.....	9,912	216,880	8.1

Houghton	12	34	33	15	1	15,201	9,238	5,729	1	---	50	3	9,806	198,729	8.6
Huron	23	113	113	15	---	12,396	7,746	19,668	---	14	95	6	8,333	112,973	8.7
Ingham	17	137	137	10	---	10,723	8,672	23,357	---	46	105	---	10,890	306,600	8.5
Ionia	18	143	143	13	---	9,793	7,928	23,914	1	33	117	---	10,509	204,381	8.3
Iosco	12	26	26	5	---	8,781	2,838	4,175	---	---	32	2	3,030	34,991	8.
Iron	8	8	8	3	8	1,638	1,224	1,370	---	---	18	7	1,617	32,050	8.5
Isabella	17	102	100	4	---	7,198	5,058	15,772	---	11	86	5	6,541	98,243	7.8
Jackson	20	158	158	10	---	12,336	9,554	27,116	2	58	113	---	12,024	356,820	8.7
Kalamazoo	17	137	137	10	---	10,581	7,755	22,519	---	86	109	---	11,532	461,921	8.2
Kalkaska	12	52	49	2	---	1,586	1,387	6,805	---	1	45	3	2,416	39,600	6.9
Kent	25	207	207	18	---	37,876	24,621	35,462	---	62	179	3	28,348	1,451,288	8.5
Keweenaw	5	5	5	3	5	648	528	879	---	---	8	1	1,242	15,600	8.7
Lake	13	46	38	4	---	1,709	1,390	5,624	---	---	38	2	1,885	30,044	7.4
Lapeer	19	136	136	13	---	9,271	7,089	23,081	1	15	123	---	9,887	189,855	8.9
Leelanau	11	58	57	4	---	8,349	2,151	7,323	1	1	51	2	2,910	38,310	6.3
Lenawee	24	197	197	18	---	12,934	10,075	33,369	8	98	104	---	13,751	390,015	8.4
Livingston	16	134	134	5	---	5,560	4,724	22,577	2	15	120	---	7,483	139,210	8.4
Luce	4	4	4	1	4	527	534	700	---	---	8	2	627	14,600	8.7
Mackinac	13	20	20	3	6	2,396	1,645	2,588	---	1	20	19	2,500	32,375	6.4
Macomb	15	112	112	10	---	10,566	6,573	18,926	---	20	99	---	8,603	218,847	8.5
Manistee	13	56	55	8	---	9,403	6,353	8,425	---	3	56	2	6,078	151,075	7.6
Marquette	19	19	19	9	14	12,126	8,245	3,302	3	5	45	7	8,057	348,375	8.6
Mason	14	60	59	4	---	6,315	4,519	9,105	---	6	61	2	5,060	145,937	7.7
Mecosta	17	101	100	7	---	7,268	5,161	15,406	---	4	93	6	6,594	111,475	7.7
Menominee	10	29	28	7	5	7,838	5,214	4,238	---	7	46	6	5,311	198,800	7.6
Midland	17	73	67	4	---	4,642	3,246	9,835	---	6	56	11	4,060	81,905	6.7
Missaukee	13	50	49	4	---	2,212	1,723	7,071	---	1	46	5	2,555	39,515	7.2
Monroe	16	139	139	7	---	10,983	6,906	22,933	2	69	71	---	9,206	174,675	8.2
Montcalm	22	137	137	14	---	10,737	8,360	23,106	---	8	132	3	10,590	175,840	8.
Montmorency	7	8	8	2	6	833	639	1,309	---	---	15	9	1,050	14,600	8.1
Muskegon	19	91	86	9	---	12,454	9,284	13,090	1	20	85	5	10,281	529,406	7.5
Newaygo	22	113	109	7	---	6,030	4,733	15,897	---	7	95	8	5,913	87,765	7.3
Oakland	26	208	208	18	---	11,104	8,695	34,537	13	36	167	---	13,668	336,852	8.3
Oceana	16	86	85	6	---	5,515	4,118	12,993	---	7	78	1	5,498	78,375	7.6
Ogemaw	14	45	41	3	---	1,916	1,476	5,613	---	2	36	8	2,193	31,744	6.8
Ontonagon	7	7	7	3	6	1,382	1,095	1,143	---	---	15	8	1,038	23,650	8.1
Osceola	16	93	92	7	---	5,717	4,519	13,884	---	3	90	2	5,914	99,694	7.5
Oscoda	8	25	17	---	---	409	305	1,938	---	---	15	10	688	8,441	5.1
Otsego	9	41	38	3	---	1,378	888	5,281	---	1	39	---	2,138	32,375	6.9
Ottawa	17	122	122	26	---	13,900	9,994	20,616	---	28	107	---	11,859	325,925	8.4
Presque Isle	11	33	30	1	---	2,030	915	3,246	---	---	14	21	1,915	16,375	5.4
Roscommon	8	15	12	1	---	408	283	1,063	---	---	7	6	525	6,965	4.3
Saginaw	30	157	156	16	---	27,792	20,472	26,214	---	43	137	---	19,368	768,151	8.4
St. Clair	26	151	151	10	---	18,270	11,389	25,213	---	31	139	1	14,349	417,352	8.3
St. Joseph	16	124	124	9	---	6,650	5,365	20,223	2	34	83	---	8,653	226,450	8.1

TABLE III.—CONCLUDED.

Counties.	No. of townships and cities reporting.	Whole number of school districts.	No. of districts that maintained school.	No. of graded school districts.	No. of township unit districts.	No. of children between five and twenty years of age.	No. of children between five and twenty years of age that attended school.	Whole number of days of school.	No. of school houses.				Whole number of sittings provided for in school houses.	Estimated value of school property.	Average number months of school.
									Stone.	Brick.	Frame.	Log.			
Benilac.....	26	146	145	22	.....	12,460	9,317	25,256	2	17	126	1	11,302	\$135,510	8.6
Schoolcraft.....	8	15	15	2	4	1,786	1,323	2,868	.....	.....	20	8	1,789	31,840	7.8
Shiawassee.....	18	127	127	10	.....	9,225	7,377	21,805	.....	22	110	.....	10,077	256,895	7.9
Tuscola.....	23	145	145	13	.....	11,468	8,141	24,435	.....	22	124	1	10,440	172,896	8.4
Van Buren.....	18	153	152	16	.....	9,297	7,560	24,894	.....	26	120	.....	10,965	219,110	8.1
Washtenaw.....	22	167	167	9	.....	11,655	8,958	28,276	6	63	109	.....	11,446	440,440	8.7
Wayne.....	21	153	154	24	.....	96,833	57,857	27,247	.....	116	103	.....	45,590	2,833,000	8.8
Wexford.....	16	75	74	4	.....	4,382	3,650	10,564	.....	2	71	5	4,712	116,593	7.1

TABLE IV.—Employment of teachers as reported by school inspectors for the year ending September 7, 1896.

Counties.	Number of teachers required.		Number of teachers employed.		Aggregate No. of months taught.		Total wages of teachers.			Average monthly wages.	
	Graded schools.	Un-graded schools.	Men.	Women.	Men.	Women.	Men.	Women.	Total.	Men.	Women.
Totals	5,397	6,530	3,662	12,234	23,805	85,284	\$1,062,233 12	\$8,026,776 54	\$4,069,009 66	\$44 62	\$35 49
Alcona.....	8	25	10	25	86	170	\$3,634 75	\$5,418 00	\$9,052 75	\$42 26	\$31 87
Alger.....	6	5	4	16	36	107	2,340 00	5,075 00	7,415 00	65 00	47 42
Allegan.....	65	165	88	274	514	1,543	19,925 06	41,415 47	61,340 53	38 75	26 84
Alpena.....	42	24	11	85	69	577	4,570 00	20,025 63	24,595 63	66 23	34 70
Antrim.....	33	66	40	93	231	564	8,932 10	17,307 58	26,239 68	38 66	31 57
Arenac.....	12	29	7	41	49	259	2,277 00	7,581 45	9,858 45	46 46	29 27
Baraga.....	16	2	7	15	64	131	4,660 00	5,366 00	10,026 00	72 81	41 18
Barry.....	19	142	82	206	479	1,061	15,733 00	26,498 27	42,231 27	32 84	25 21
Bay.....	193	58	33	207	283	1,978	19,904 50	86,242 20	106,146 70	69 11	43 60
Benzie.....	27	42	24	71	140	397	6,168 50	11,981 00	18,149 50	44 06	30 17
Benzie.....	27	42	24	71	140	397	6,168 50	11,981 00	18,149 50	44 06	30 17
Branch.....	131	130	105	220	667	1,581	29,823 96	52,878 53	82,702 49	44 56	33 44
Calhoun.....	53	123	91	195	485	989	17,511 84	29,104 63	46,616 46	36 10	29 42
Cass.....	130	155	61	317	408	2,258	17,518 94	72,972 51	90,491 45	42 93	32 36
Charlevoix.....	43	109	52	171	348	979	13,363 70	28,400 94	41,764 64	38 40	29 01
Charlevoix.....	28	62	21	91	137	534	5,631 50	16,032 00	21,663 50	41 10	30 02
Cheboygan.....	29	59	28	65	191	446	8,478 70	15,426 46	23,905 16	44 39	34 72
Chippewa.....	41	41	23	63	156	491	7,423 11	18,513 44	25,936 55	41 17	37 50
Clare.....	17	44	14	66	102	331	4,080 50	9,176 85	13,257 35	40 00	27 72
Clinton.....	48	123	60	187	243	1,113	12,889 54	30,605 83	43,495 37	37 87	27 40
Crawford.....	8	38	7	33	28	156	1,573 00	4,865 02	6,438 02	56 17	31 18
Delta.....	37	27	13	75	100	604	7,109 50	25,850 87	32,960 37	71 09	42 78
Dickinson.....	50	5	7	53	65	516	5,370 00	25,498 50	30,868 50	52 61	49 80
Eaton.....	73	136	98	227	497	1,397	19,699 12	39,904 86	59,603 98	39 63	28 56
Emmet.....	26	66	20	102	102	562	4,359 00	18,133 75	22,492 75	42 73	32 26
Genesee.....	96	148	80	271	503	1,700	20,099 98	49,680 42	69,780 40	39 96	29 22
Gladwin.....	5	31	12	39	70	187	2,461 50	5,536 50	7,998 00	35 16	29 60
Gogebic.....	49	4	5	53	50	523	4,600 00	25,666 76	30,266 75	92 00	49 07
Grand Traverse.....	50	62	22	113	145	733	7,955 90	26,369 25	34,325 15	54 86	33 74
Gratiot.....	50	120	106	152	561	913	18,609 57	25,516 90	44,126 47	33 17	27 94
Hilledale.....	66	150	108	245	551	1,316	19,155 50	31,963 53	51,109 03	34 72	24 28

DEPARTMENT OF PUBLIC INSTRUCTION.

TABLE IV.—CONCLUDED.

Counties.	Number of teachers required.		Average monthly wages.									
	Graded schools.	Un-graded schools.								Men.	Women.	
Houghton.....	181	19	25	186	229	1,742	\$21,965 00	\$33,496 11	\$103,493 11	\$92 02	\$47 93	
Huron.....	44	96	63	83	536	742	20,401 15	22,251 22	43,052 27	35 66	29 63	
Ingham.....	116	127	115	273	577	1,630	21,691 83	53,556 04	75,247 92	37 59	32 24	
Ionia.....	91	130	63	227	424	1,530	16,323 92	44,631 61	61,005 53	38 49	29 10	
Iosco.....	38	21	13	58	308	413	4,908 50	14,508 18	19,416 68	45 44	35 12	
Iron.....	23	5	7	30	58	262	3,847 50	12,240 00	16,087 50	56 34	45 71	
Isabella.....	26	98	42	126	239	769	8,445 35	23,120 68	31,566 03	35 33	30 06	
Jackson.....	119	145	100	291	582	1,850	23,948 17	60,663 26	86,641 48	44 58	32 28	
Kalamazoo.....	120	127	56	244	328	1,572	15,380 50	60,261 70	75,642 20	46 89	32 19	
Kalkaska.....	11	50	33	61	140	264	4,970 50	8,248 70	13,219 50	35 50	31 24	
Kent.....	114	129	120	600	824	4,843	43,551 48	212,598 30	256,152 76	52 85	43 90	
Keweenaw.....	8	2	5	9	27	65	2,285 00	2,600 95	4,955 95	61 21	39 57	
Lake.....	12	42	10	57	61	291	2,475 50	7,897 82	10,373 32	40 58	27 14	
Lapeer.....	60	123	61	153	446	1,162	16,325 25	29,868 60	46,198 85	36 60	25 71	
Leelanau.....	8	54	17	65	10	317	3,498 65	9,453 00	12,951 65	38 87	29 81	
Lenawee.....	113	179	93	332	503	1,909	25,448 44	56,076 89	81,525 33	42 77	28 55	
Livingston.....	35	129	83	211	424	1,009	13,340 00	22,401 43	35,711 43	31 46	23 20	
Luce.....	10	3	5	16	43	113	2,890 00	4,240 00	7,130 00	67 20	33 98	
Mackinac.....	16	17	11	48	69	293	3,507 50	9,852 13	13,359 61	50 83	33 74	
Macomb.....	61	102	53	122	442	1,045	18,743 66	29,741 44	45,455 10	42 40	29 20	
Manistee.....	50	48	34	115	237	903	12,475 75	25,118 01	47,592 76	52 64	36 89	
Marquette.....	105	10	19	168	171	1,392	16,044 75	71,440 50	87,489 25	93 85	44 87	
Mason.....	40	56	31	103	213	755	9,135 52	26,794 00	35,929 52	42 88	30 18	
Mecona.....	10	94	26	135	213	375	8,085 66	25,827 35	33,893 01	37 72	29 51	
Menominee.....	86	22	17	98	149	572	9,512 25	35,602 02	45,114 27	63 81	40 82	
Midland.....	23	69	11	91	76	609	2,978 90	17,736 45	20,715 35	39 19	29 12	
Missaukee.....	14	46	25	52	169	281	6,230 00	8,836 50	15,096 50	36 86	31 44	
Monroe.....	41	132	63	157	340	1,113	14,485 75	28,713 27	43,199 02	38 12	25 79	
Montcalm.....	73	123	69	220	425	1,207	16,824 75	35,698 43	52,523 23	39 56	27 81	
Montmorency.....	12	6	9	23	71	156	2,607 50	4,760 12	7,367 62	36 72	30 51	
Muskegon.....	141	82	36	212	263	1,620	13,874 45	57,602 54	71,416 99	52 93	35 55	
Newaygo.....	15	108	40	167	222	767	7,966 42	20,146 35	28,152 77	35 39	26 31	
Oakland.....	95	190	102	246	700	1,810	27,691 35	49,039 70	76,731 05	39 55	27 09	
Oceana.....	25	80	45	105	255	585	9,565 22	16,988 49	26,551 71	37 51	28 03	
Ogemaw.....	5	42	9	46	56	273	2,472 00	8,522 30	10,994 20	41 14	31 21	

Ontonagon	25	4	27	29	68	235	5,240 00	10,843 00	16,083 00	77 05	46 14
Oscoda	38	86	27	127	187	809	7,027 10	24,771 28	31,798 38	37 57	30 61
Oscoda	18	25	10	15	33	64	940 00	1,748 60	2,688 60	28 48	27 81
Otsego	50	86	26	36	133	208	4,541 25	6,219 90	10,761 16	34 14	29 90
Ottawa	3	96	61	175	496	1,447	21,561 25	41,596 40	63,157 65	43 49	28 74
Presque Isle	4	33	23	11	120	61	8,925 42	1,894 00	5,819 42	32 71	31 04
Roscommon	279	14	8	14	17	63	836 00	1,940 10	2,816 10	49 17	31 43
Saginaw	118	141	79	382	629	8,320	37,876 20	117,037 41	154,913 61	60 05	35 25
St. Clair	71	141	63	241	485	1,861	19,697 25	60,247 13	79,944 38	40 66	32 37
St. Joseph	48	115	78	203	480	1,111	18,806 50	30,208 36	49,014 86	39 18	27 18
Sanilac	20	124	80	107	657	857	23,065 45	22,236 02	45,300 47	35 10	25 94
Schoolcraft	78	13	12	44	78	292	5,108 25	12,972 25	18,080 50	65 49	44 42
Shiawassee	54	117	82	201	540	1,245	21,682 75	35,990 85	57,653 60	40 11	28 90
Tuscola	71	132	75	166	519	1,120	18,497 61	28,555 50	47,053 11	35 64	25 49
Van Buren	118	137	85	187	560	1,280	21,100 77	34,152 26	55,253 03	37 67	27 76
Washtenaw	846	158	60	282	421	2,079	25,991 75	65,507 68	91,499 43	61 73	31 53
Wayne	41	131	110	907	920	8,673	68,276 79	513,454 02	581,680 81	74 15	59 20
Wexford		71	25	139	134	754	6,003 50	7,031 50	33,075 00	41 80	35 89

DEPARTMENT OF PUBLIC INSTRUCTION.

TABLE V.
Resources of school districts as reported by school inspectors for year ending September 7, 1898.

Counties.	Ordinary receipts.						Money on hand Sept. 2, 1898. *	Total resources including am't. on hand and loans.
	One-mill tax.	Primary school interest fund.	Library moneys.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts.	
Totals	\$681,410 26	\$601,186 47	\$119,178 51	\$78,907 93	14,173,222 98	\$248,433 89	\$6,152,263 88	\$1,162,635 23
Alcona	\$145 28	\$2,413 59	\$67 68	\$2 50	\$8,782 94	\$984 58	\$12,426 57	\$1,952 34
Alger	503 42	555 73			9,414 03	349 33	11,823 51	17,032 95
Allegan	11,973 90	15,841 65	3,236 62	1,535 98	49,375 15	3,914 89	55,925 20	105,741 24
Alpena	259 31	9,301 92	1,221 35	42 50	25,896 35	1,178 79	28,000 22	8,294 98
Antrim	2,561 68	5,297 73	1,139 76	173 86	32,538 96	1,643 27	42,359 27	6,223 43
Areneac	382 90	3,004 70	1 47	10 00	10,597 18	319 00	14,815 25	1,656 29
Baraga		1,737 79	61 44		12,423 20	213 85	14,456 28	2,815 99
Barry	10,680 78	9,250 59	1,033 64	2,045 44	34,019 26	531 72	57,631 43	9,827 53
Bay	5,161 14	30,090 64	135 15	183 44	117,215 02	8,783 17	163,170 56	17,583 21
Benzie	1,015 31	2,835 96	124 88	61 13	74,965 42	230 26	29,282 84	4,302 26
Berrien	13,939 73	17,445 44	1,137 52	2,144 14	83,943 96	2,244 34	120,878 14	21,764 91
Branch	12,522 38	9,139 31	1,106 58	2,082 83	43,965 21	789 19	69,569 50	19,900 51
Calhoun	16,774 63	15,749 34	1,351 18	2,217 94	96,694 60	4,542 43	137,330 17	13,722 43
Cass	12,003 04	7,815 00	725 03	1,663 86	36,363 92	517 29	59,390 14	11,347 64
Charlevoix	1,856 48	4,485 28	9 62	142 25	23,453 60	236 48	30,250 69	5,619 34
Cheboygan	2,241 65	6,184 02	320 43	258 33	27,424 73	709 66	37,138 82	4,197 84
Chippewa	2,032 98	5,539 51	54 08	25 00	27,394 79	1,435 06	36,481 42	2,005 93
Clare	571 16	2,743 40	74 79	103 75	14,631 83	533 22	18,718 15	10,130 98
Clinton	13,604 55	9,994 80	1,444 38	1,196 51	33,988 66	314 24	61,017 14	16,257 84
Crawford	95 86	779 77	16 41	28 00	5,338 81	714 76	10,226 61	4,094 05
Delta	2,611 66	6,877 93	854 23	53 25	36,237 95	732 48	47,357 32	5,975 72
Dickinson	414 59	5,136 47	492 38	43 00	50,060 49	15,633 28	71,830 21	8,446 15
Eaton	14,535 37	11,300 07	2,858 43	2,734 01	45,519 19	1,553 88	78,866 00	13,550 66
Emmet	465 72	3,787 61	65 25	180 25	30,657 59	733 25	33,899 97	2,490 13
Genesee	20,379 14	14,216 91	3,185 26	2,363 37	66,254 41	1,224 13	107,655 23	10,565 06
Gladwin	314 30	2,054 01		88 41	6,627 21	332 32	9,426 45	1,894 08
Gogebic	6,219 16	5,636 91	34 14		44,941 14	1,674 83	58,506 18	7,554 46
G'ld Traverse	2,357 73	6,292 98	808 19	745 29	66,648 21	1,082 82	78,015 22	11,930 74
Gratiot	8,821 03	11,631 97	1,215 81	880 44	37,162 87	2,456 40	62,166 37	15,124 43
Hilledale	16,006 33	10,314 09	1,875 85	2,041 27	39,286 38	1,223 78	70,327 36	8,157 97
Houghton	22,943 64	18,865 86	1,640 77	1,197 30	119,361 45	7,247 09	171,256 11	47,517 26
Huron	5,883 69	15,748 23	901 22	2,963 86	35,233 63	1,201 52	60,245 15	9,852 45
Ingham	20,391 63	15,163 71	1,978 00	2,620 23	55,387 72	1,203 80	96,749 89	61,110 57
Ionia	12,387 57	12,779 45	1,229 48	2,318 00	49,847 08	4,019 91	53,775 47	16,797 25
Iosco	900 18	5,113 46	172 38	19 96	17,966 83	646 44	24,845 20	10,231 69

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Iron	359 51	1,857 19	253 46	23,973 84	508 97	25,429 51	1,785 63	6,555 72	33,770 21
Isabella	4,747 63	7,623 03	63 24	26,793 25	2,518 78	41,994 95	7,856 59	7,856 59	58,015 53
Jackson	21,623 78	16,478 16	2,142 84	76,956 20	1,713 48	120,851 22	8,190 51	17,489 80	139,504 26
Kalamazoo	19,800 84	14,579 79	2,669 07	82,499 64	1,307 08	128,383 57	1,182 51	14,789 33	160,257 70
Kalkaska	1,990 60	2,061 18	46 65	12,915 41	649 45	17,729 57	22,136 15	4,267 59	25,559 76
Kent	28,997 87	48,792 10	3,008 82	280,060 31	4,938 78	372,171 53	3,562 60	102,295 41	476,478 00
Keweenaw	1,412 84	1,062 63	10 00	3,466 40	649 27	6,611 14	2,011 06	4,289 29	10,900 43
Lake	477 24	2,068 70	1,508 57	12,008 05	214 61	14,809 32	4,462 65	6,377 20	21,186 52
Lapeer	10,434 26	11,942 51	9 65	37,321 06	1,176 03	63,478 64	756 31	10,983 20	78,874 49
Leelanau	1,023 34	4,007 84	3,550 86	12,724 74	344 04	18,342 01	3,388 23	8,569 70	22,668 02
Lenaawee	27,900 09	17,567 39	1,643 12	70,496 28	2,382 96	128,110 50	2,871 58	17,180 78	143,629 51
Livingston	12,635 80	7,428 58	185 25	25,023 84	1,080 59	48,932 16	2,871 58	9,928 52	61,782 26
Luce	1,794 20	375 46	21 00	10,520 70	2 60	12,878 52	2,186 28	1,539 13	14,417 65
Mackinac	356 70	2,781 26	155 95	15,160 92	1,663 87	20,101 44	12,468 29	2,484 24	24,771 96
Macomb	16,019 57	13,875 32	1,487 70	32,750 77	684 15	66,441 90	17,004 60	11,262 81	90,173 00
Manistee	3,923 62	11,327 22	449 75	55,941 21	4,646 30	76,743 30	49,399 77	8,929 23	102,677 13
Marquette	7,700 86	16,125 26	101 00	98,703 82	5,361 82	129,085 75	637 53	16,478 60	194,959 12
Mason	2,182 65	7,070 02	185 25	40,440 24	2,209 28	52,781 18	3,107 36	4,330 70	57,799 41
Mecosta	2,771 28	8,906 68	234 32	29,551 27	3,324 96	45,072 71	1,771 28	11,912 76	58,766 75
Menominee	4,082 23	10,667 64	155 95	54,633 83	2,280 34	72,650 39	7,816 53	11,757 29	92,224 21
Midland	1,858 00	5,332 50	64 87	20,388 03	1,477 82	29,269 29	545 34	6,245 90	36,060 53
Missaukee	809 03	2,590 94	11 00	15,534 50	800 20	19,917 65	772 94	6,036 74	26,727 33
Monroe	15,275 93	13,593 56	1,270 42	23,084 44	1,053 73	55,832 29	5,007 09	9,228 40	70,067 78
Montcalm	6,003 24	13,787 88	997 95	44,645 80	3,508 57	69,912 58	3,107 36	16,284 48	89,304 42
Montmorency	322 85	790 36	60 00	8,610 31	190 69	9,974 21	443 01	1,167 94	11,585 16
Muskegon	6,292 63	16,460 88	311 58	64,446 53	14,670 56	102,493 20	14,193 38	9,501 38	126,187 96
Newaygo	2,597 98	7,295 68	364 41	25,002 93	1,373 92	36,936 04	2,188 07	13,381 54	52,525 65
Oakland	22,641 21	14,078 20	3,651 73	80,818 58	4,488 20	107,470 86	9,293 73	10,708 64	137,473 23
Oceana	2,559 59	6,462 16	434 38	26,270 93	559 09	36,363 69	1,590 03	9,218 48	47,174 20
Ogemaw	519 37	2,357 31	64 00	10,015 36	467 19	13,478 61	2,036 46	5,396 25	20,911 32
Ontonagon	1,378 49	8,862 29	344 79	12,897 21	1,159 96	24,642 74	2,800 00	2,123 15	29,565 89
Oscoda	2,989 31	7,296 64	469 43	35,775 83	1,242 78	48,035 23	5,186 38	7,403 32	60,624 83
Otsego	99 06	370 39	32 77	3,244 86	381 24	4,131 82	320 33	1,045 74	5,497 89
Ottawa	747 43	1,630 89	131 36	11,570 36	781 89	14,902 27	480 80	4,023 27	19,406 84
Presque Isle	9,378 48	17,854 11	1,855 54	61,591 79	6,012 77	97,258 05	11,047 54	11,718 78	120,024 37
Roscommon	631 17	2,104 69	13 75	5,930 34	141 62	8,821 57	1,039 60	2,410 56	12,271 73
Saginaw	79 41	430 85	20 00	1,934 62	371 13	2,836 01	686 37	1,286 82	4,821 20
St. Clair	8,795 82	36,782 65	1,325 84	163,440 32	3,428 42	215,079 60	2,876 08	24,757 09	242,712 77
St. Joseph	14,817 49	24,257 32	730 47	70,800 71	2,241 50	113,777 72	12,349 14	18,014 93	144,141 79
Sanilac	12,552 45	8,711 09	2,120 70	44,830 37	759 70	69,870 80	5,403 87	7,468 77	82,743 44
Schoolcraft	7,106 36	16,091 04	350 40	39,621 43	2,386 49	66,586 00	14,690 55	12,085 26	93,571 81
Shiawassee	1,565 14	2,276 79	238 79	15,510 48	3,158 03	22,749 23	264 62	8,805 11	31,818 96
Tuscola	11,215 61	12,179 83	2,225 91	49,309 79	982 80	77,825 31	2,672 38	12,448 89	92,946 58
Van Buren	7,815 35	14,446 37	1,126 66	41,909 97	1,584 66	67,724 73	2,251 80	14,767 96	84,744 49
Washtenaw	11,688 66	11,591 23	2,653 25	45,128 37	2,013 34	78,868 19	1,418 58	14,810 00	90,096 77
Wayne	28,676 53	16,303 08	8,4 5 56	72,151 41	1,419 38	128,376 97	15,166 31	9,803 74	153,349 02
Wexford	35,530 34	120,324 07	4,106 53	730,724 70	79,607 47	1,021,565 93	39,592 71	228,007 46	1,287,166 10
	2,863 01	5,315 98	111 22	44,187 14	1,977 77	55,183 72	4,500 00	11,539 07	71,222 79

TABLE VI.
Expenditures of school districts as reported by school inspectors for the year ending September 7, 1896.

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand Sept. 7, 1896.	Total expenditures including amt on hand and paid on indebtedness.
	Paid male teachers.	Paid female teachers.	Paid for building and repairs.	Paid for books and care of library.	Paid interest on loans.	Paid for all other purposes.	Total net expenses.			
Totals	\$1,080,687 80	\$3,022,621 72	\$877,705 14	\$94,526 87	\$122,251 67	\$1,344,156 33	\$6,521,949 03	\$344,464 67	\$962,353 53	\$7,828,767 23
Alcona	\$3,614 43	\$5,411 09	\$604 96	-----	\$40 15	\$2,277 64	\$11,948 27	\$500 46	\$1,930 18	\$14,378 91
Alger	2,340 00	5,075 00	4,395 64	\$300 91	-----	4,293 48	16,405 03	489 00	138 92	17,032 95
Allegan	19,838 56	41,415 47	2,377 63	519 61	1,035 67	14,979 02	80,185 96	5,836 75	19,718 53	105,741 24
Alpena	4,570 00	19,807 45	3,255 81	937 32	123 50	5,880 54	34,554 62	507 52	6,289 04	41,351 18
Antrim	8,885 40	17,812 20	7,296 00	85 12	1,325 73	7,419 59	42,524 04	2,440 13	9,120 81	54,394 98
Arenac	2,277 00	7,445 52	726 98	-----	291 29	2,430 54	13,170 33	2,281 97	1,548 57	17,000 87
Baraga	4,660 00	5,395 00	1,042 20	25 00	316 96	4,038 95	15,478 11	1,000 00	794 16	17,272 27
Barry	15,783 00	26,528 27	3,306 21	231 35	386 50	12,191 06	58,376 39	2,776 05	9,419 57	70,572 01
Bay	19,883 70	86,126 20	28,497 69	110 89	6,634 71	64,001 16	205,314 35	3,293 57	11,997 78	220,605 70
Benzie	5,997 50	11,747 69	3,325 42	36 25	1,036 40	8,263 88	30,406 64	2,934 10	4,677 45	38,018 19
Berrien	29,766 39	52,885 16	7,500 99	718 59	2,448 17	28,382 44	121,701 74	5,421 51	22,241 09	149,364 34
Branch	17,511 83	29,077 97	5,780 97	99 11	1,203 90	12,719 00	66,392 18	4,628 15	19,352 99	90,372 72
Calhoun	17,518 94	72,972 51	6,943 50	1,152 05	2,477 55	37,648 07	138,712 62	4,104 99	15,440 38	158,257 99
Cass	13,363 70	28,408 44	2,768 57	119 84	428 16	10,531 93	55,615 64	12,165 92	10,538 27	78,319 83
Charlevoix	5,572 88	15,826 25	5,426 78	97 99	1,967 36	6,204 46	35,095 72	2,629 52	4,002 91	41,728 15
Cheboygan	8,478 70	15,486 46	4,081 57	511 15	2,456 50	17,130 69	48,145 07	1,325 68	3,967 57	53,438 32
Chippewa	7,082 89	17,734 70	13,985 80	29 00	1,538 17	12,071 11	52,441 67	1,232 67	3,477 72	57,152 06
Clare	4,054 50	9,206 27	1,407 36	33 00	850 17	4,215 99	19,767 29	560 85	8,613 20	28,941 34
Clinton	12,888 29	30,593 40	3,539 93	229 71	487 23	9,434 48	57,123 04	4,833 62	16,556 50	78,533 16
Crawford	1,573 00	4,845 02	240 09	166 36	123 93	2,050 77	8,999 17	837 50	4,491 68	14,328 35
Delta	7,109 50	25,850 87	14,040 14	718 93	2,557 72	9,618 84	59,896 00	1,834 76	2,942 57	64,173 33
Dickinson	5,370 00	25,498 50	11,635 28	611 92	2,936 47	15,976 21	62,028 38	13,690 60	5,097 08	80,816 36
Eaton	19,700 12	39,899 86	3,757 51	665 40	295 00	13,603 21	77,921 10	2,888 98	12,729 40	93,539 48
Emmet	4,384 06	18,080 44	11,043 04	348 67	1,883 24	7,656 69	43,394 14	2,889 19	2,878 77	49,162 10
Genesee	20,099 98	49,682 96	4,668 45	1,612 21	850 75	22,412 20	99,326 55	10,336 91	11,482 60	121,146 06
Gladwin	2,364 18	5,420 00	439 00	5 00	69 79	1,803 43	10,101 35	249 96	1,130 09	11,481 40
Gogebic	4,600 00	25,666 75	15,757 36	530 27	2,488 79	14,943 51	63,986 68	3,200 00	12,878 96	80,060 64
Gr'd Traverse	7,955 90	26,301 35	22,099 29	267 17	1,685 49	13,065 68	71,374 83	14,311 96	25,980 34	111,667 18
Gratiot	18,603 07	25,516 90	2,932 41	770 47	2,242 39	10,429 02	60,494 26	6,440 66	13,910 82	80,845 74
Hillsdale	19,136 50	31,934 76	3,539 88	372 84	825 17	15,846 85	71,656 00	5,425 44	8,177 45	85,258 89
Houghton	21,995 00	83,428 11	19,591 44	4,302 04	1,958 71	42,774 67	174,079 97	6,227 27	46,137 40	226,444 64
Huron	20,806 15	22,171 22	4,758 35	82 25	1,658 82	12,907 88	62,384 67	2,776 99	9,615 68	74,777 34
Ingham	21,691 88	53,596 04	8,955 25	1,467 72	2,790 23	19,425 79	107,926 91	7,412 99	45,176 88	160,516 78
Ionia	16,323 92	44,656 61	3,895 70	377 20	938 10	16,228 21	82,419 74	5,714 38	15,852 40	103,996 52
Iosco	4,893 50	14,263 85	626 00	-----	56 26	5,221 36	25,060 97	153 87	9,975 25	35,195 09

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Iron.....	8,847 50	12,340 00	1,112 37	13 00	1,016 47	8,544 71	26,773 05	1,189 20	5,808 66	39,770 91
Isabella.....	8,460 35	23,186 82	3,098 57	163 19	1,293 51	18,429 94	49,624 36	1,834 00	6,557 20	53,015 58
Jackson.....	26,948 17	00,000 36	4,232 83	415 28	2,450 29	23,448 74	117,228 56	6,172 40	16,108 30	139,504 26
Kalamazoo.....	15,948 30	60,163 01	5,184 28	4,668 53	949 45	43,874 65	130,123 17	8,079 42	22,055 11	160,237 70
Kalkaska.....	4,899 30	8,248 70	587 35	95 39	236 13	4,161 68	18,178 55	3,428 70	3,954 51	25,559 76
Kent.....	43,554 48	312,598 30	21,747 43	10,311 11	18,278 41	56,823 86	362,813 59	23,567 75	90,096 66	476,478 00
Keweenaw.....	2,265 00	2,690 95	421 54	-----	2 80	2,079 56	7,459 85	-----	8,440 58	10,900 43
Lake.....	2,508 50	7,926 42	687 17	31 70	81 71	3,310 76	14,541 26	962 65	5,682 61	21,186 52
Lapeer.....	16,325 25	29,891 62	2,607 57	235 76	66 20	11,683 22	61,361 62	6,779 87	10,738 00	78,874 49
Leelanau.....	8,498 65	9,453 00	1,985 43	62 07	237 41	2,930 52	18,147 08	1,274 74	8,246 20	22,668 02
Lenaawee.....	25,448 44	56,076 89	13,626 25	3,033 89	751 88	20,545 35	119,482 70	5,518 17	18,628 64	143,629 51
Livingston.....	13,340 00	22,344 93	3,549 41	86 19	361 31	8,710 28	48,432 12	3,722 54	9,577 60	61,732 26
Luce.....	2,890 00	4,240 00	175 00	214 03	210 00	3,514 36	11,243 39	762 91	2,411 35	14,417 65
Mackinac.....	3,417 50	9,596 85	1,132 73	46 82	1,002 50	3,271 80	18,468 20	2,531 09	3,772 67	24,771 98
Macomb.....	18,783 66	29,741 44	17,026 94	805 72	188 31	9,708 89	76,252 96	3,688 58	10,231 46	90,173 00
Manistee.....	12,475 75	35,118 01	7,844 37	353 39	2,287 07	30,064 15	87,642 74	7,160 24	7,874 15	102,677 13
Marquette.....	16,044 75	71,440 50	39,210 72	1,493 47	2,648 58	43,538 30	174,380 33	10,686 51	9,892 29	194,959 12
Mason.....	9,090 52	26,709 00	1,437 66	103 50	2,465 94	10,849 60	51,018 22	2,661 91	4,089 28	57,799 41
Meosota.....	8,135 86	25,762 42	2,245 07	131 44	449 61	10,251 13	46,975 33	1,350 86	10,430 56	58,756 75
Menominee.....	9,474 25	35,535 77	9,467 93	798 03	5,033 28	14,442 70	74,751 96	1,877 06	15,535 19	92,224 21
Midland.....	2,962 61	17,586 01	1,585 17	49 50	313 93	6,365 64	28,862 86	1,338 28	5,859 39	36,060 58
Missaukee.....	6,089 37	8,366 80	1,022 55	171 08	409 22	4,176 60	20,235 62	545 66	5,916 05	26,727 33
Monroe.....	14,430 75	28,713 27	1,864 56	833 05	379 14	8,316 65	54,537 42	6,723 82	8,806 54	70,067 78
Montcalm.....	16,824 75	35,723 48	4,862 97	246 70	801 35	13,246 14	71,705 39	2,004 72	15,594 31	89,304 42
Montmorency.....	2,607 50	4,760 12	609 58	25 00	42 00	1,871 72	9,915 92	330 00	1,339 24	11,585 16
Muskegon.....	13,769 45	57,418 36	2,180 86	3,361 52	4,031 67	34,394 71	115,156 57	2,149 69	8,881 70	126,187 96
Newaygo.....	7,966 42	20,153 09	3,735 16	33 35	155 99	7,409 26	39,453 27	967 36	12,105 02	52,525 65
Oakland.....	27,756 35	48,969 70	14,513 04	319 13	1,672 39	16,984 17	110,214 78	7,306 87	9,951 55	127,473 23
Oceana.....	9,572 47	16,936 49	2,654 49	50 15	409 68	6,817 65	36,440 93	2,067 03	8,846 24	47,174 20
Ogemaw.....	2,504 22	8,205 74	2,789 26	77 00	567 60	2,311 72	16,455 54	692 91	3,762 87	20,911 32
Ontonagon.....	5,240 00	10,843 00	855 40	86 60	1,158 53	6,215 16	24,398 74	4,600 10	567 15	29,565 89
Oscoda.....	7,027 10	24,614 70	3,168 40	81 33	1,547 93	7,981 25	44,420 71	6,873 33	9,330 39	60,624 93
Oscoda.....	873 23	1,709 14	515 07	-----	-----	708 78	3,804 22	443 38	1,250 34	5,497 89
Otego.....	4,531 25	6,141 90	497 70	103 01	570 82	3,493 68	15,338 16	1,036 90	3,031 28	19,408 34
Ottawa.....	21,561 25	41,570 40	4,481 24	662 76	1,543 08	30,122 23	99,940 96	4,419 77	15,663 64	120,024 37
Presque Isle.....	3,906 42	1,894 00	1,456 19	140 88	70 92	1,976 03	9,444 44	714 86	2,112 43	12,271 73
Roscommon.....	336 00	1,969 95	-----	-----	180 00	686 68	3,672 63	19 56	1,129 01	4,821 20
Saginaw.....	37,826 20	117,016 41	9,104 06	2,084 94	2,108 00	48,980 81	217,120 42	2,598 60	22,993 75	242,712 77
St. Clair.....	19,689 69	60,232 13	15,374 70	447 66	1,568 07	31,204 90	128,517 15	3,835 21	11,789 43	144,141 79
St. Joseph.....	18,806 50	30,203 36	4,309 76	475 87	606 73	12,953 33	67,960 55	8,513 34	6,869 55	82,743 44
Sanilac.....	23,141 52	22,235 02	16,983 88	63 45	1,878 65	15,302 78	79,555 30	4,481 12	9,335 39	93,371 81
Schoolcraft.....	5,108 25	12,947 36	452 40	693 70	81 27	7,107 53	26,390 51	742 00	4,686 45	31,818 96
Shiawassee.....	21,518 68	36,239 85	2,275 67	140 65	1,764 65	13,877 36	75,816 86	5,657 45	11,472 27	92,946 58
Tuscola.....	18,455 61	28,533 76	2,677 87	249 57	1,429 02	11,869 17	63,305 00	6,319 67	15,119 82	84,744 49
Van Buren.....	21,100 77	34,123 22	2,200 77	419 61	501 60	14,643 78	72,992 75	3,393 73	13,710 29	90,096 77
Washtenaw.....	25,956 75	65,506 26	15,807 47	1,033 57	1,584 29	23,632 54	133,560 88	8,895 47	10,892 67	153,319 02
Wayne.....	68,226 79	513,454 02	388,037 94	41,690 50	5,626 06	189,917 46	1,206,952 76	10,690 86	69,522 98	1,287,168 10
Wexford.....	6,003 50	27,073 00	2,776 17	368 94	1,843 00	8,675 55	46,740 16	10,957 81	13,524 82	71,222 79

TABLE VII.

Miscellaneous statistics as reported by school inspectors for the year ending September 7, 1896.

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school boards for services.	Amount paid and due township chairmen and officers for services.
Totals	\$2,075,624 61	\$2,319,877 75	\$318,987 82	\$17,146 82	\$28,888 85
Alcona	\$650 00	\$1,512 81	\$1,504 53	\$76 50	\$28 00
Alger	5,200 00	8,225 00	89 86	200 00	500 00
Allegan	15,374 00	16,322 42	1,901 18	235 10	94 85
Alpena	2,000 00	2,855 91	1,639 29	295 50	441 50
Antrim	23,337 50	24,168 25	2,375 15	111 20	23 25
Arenac	7,592 00	10,649 72	5,219 79	84 75	30 25
Baraga	2,000 00	2,213 85	-----	179 50	176 50
Barry	6,775 00	7,690 40	1,089 26	130 25	91 50
Bay	102,582 87	126,542 50	12,366 90	218 00	665 20
Benzie	30,480 88	40,150 15	9,890 44	89 37	38 45
Berrien	37,494 00	40,084 41	2,538 85	349 52	147 00
Branch	19,906 00	20,886 98	738 71	192 80	283 85
Calhoun	43,015 00	51,558 76	1,784 38	176 50	430 75
Cass	14,487 50	14,704 88	845 75	180 35	90 75
Charlevoix	27,307 00	28,817 21	5,618 31	122 50	31 75
Cheboygan	33,508 00	42,524 32	4,782 64	178 15	160 80
Chippewa	31,210 00	39,067 01	14,080 40	169 00	382 75
Clare	16,089 85	17,830 44	3,551 54	142 75	89 75
Clinton	1,820 00	2,466 65	720 80	121 75	11 45
Crawford	700 00	920 00	433 86	100 75	16 50
Delta	37,150 00	43,698 33	982 86	354 00	627 50
Dickinson	45,703 07	45,703 07	-----	290 00	970 29
Eaton	2,535 00	3,075 28	1,372 29	262 89	377 10
Emmet	27,974 73	29,833 29	4,650 74	112 00	31 25
Genesee	29,694 00	33,028 38	2,238 85	228 50	441 00
Gladwin	2,201 00	3,611 88	1,523 26	132 75	47 25
Gogebic	36,500 00	37,500 00	600 00	245 00	837 00
Grand Traverse	33,103 00	33,725 51	1,284 15	149 50	34 00
Gratiot	37,609 77	40,174 95	3,428 06	158 38	124 80
Hillsdale	10,516 95	11,852 75	1,251 96	183 14	172 96
Houghton	30,341 00	33,141 15	5,415 59	179 50	132 50
Huron	26,082 00	27,590 34	3,473 83	268 00	55 50
Ingham	48,125 00	48,616 26	1,088 37	120 25	830 75
Ionia	10,242 73	10,825 16	915 38	146 30	42 25
Iosco	672 00	2,001 57	3,473 91	318 25	192 25
Iron	14,000 00	16,985 68	1,500 00	581 35	729 64
Isabella	21,353 28	22,347 83	4,472 33	213 27	176 50
Jackson	42,750 00	43,186 76	743 10	409 70	768 70
Kalamazoo	5,480 00	6,250 09	1,425 33	84 00	432 50
Kalkaska	550 00	2,717 46	5,137 79	92 75	16 00
Kent	349,884 89	352,391 61	33,632 88	239 95	884 50
Keweenaw	-----	-----	1,401 79	69 00	102 50
Lake	405 00	1,060 63	2,923 79	119 50	30 25
Lapeer	10,563 15	12,517 64	749 68	176 25	88 00
Leelanau	2,879 20	3,214 27	599 54	107 75	9 75
Lenawee	7,020 00	8,020 77	1,909 30	212 25	226 00
Livingston	4,355 00	5,354 24	1,095 72	137 25	21 25
Luce	3,000 00	3,650 00	-----	316 90	343 55
Mackinac	16,313 00	17,783 94	3,391 83	242 75	306 00
Macomb	11,002 00	12,699 55	136 00	173 75	97 25

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TABLE VII.—CONCLUDED.

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school boards for services.	Amount paid and due township chairmen and officers for services.
Manistee.....	\$31,750 00	\$37,402 98	\$8,406 02	\$117 40	\$21 25
Marquette.....	77,740 00	92,555 49	5,519 46	1,002 96	1,969 96
Mason.....	28,068 00	28,787 89	3,168 37	186 00	186 50
Mecosta.....	3,614 00	5,122 87	3,423 41	154 50	231 50
Menominee.....	85,844 00	90,383 80	2,849 62	286 58	848 90
Midland.....	10,932 00	15,265 91	12,610 12	182 25	124 75
Missaukee.....	6,873 50	7,812 38	2,488 31	166 60	62 00
Monroe.....	3,886 00	4,614 69	508 01	192 00	109 00
Montcalm.....	11,625 00	12,463 74	5,419 70	157 00	158 50
Montmorency.....	600 00	4,142 66	5,520 00	277 65	347 50
Muskegon.....	39,849 00	67,700 08	50,797 73	264 25	69 00
Newaygo.....	3,367 38	4,189 19	6,590 63	272 45	123 75
Oakland.....	29,959 92	31,837 99	1,693 18	267 65	36 50
Oceana.....	6,868 00	7,564 85	2,703 12	194 75	64 50
Ogemaw.....	11,600 00	14,234 34	1,958 08	150 75	24 50
Ontonagon.....	19,895 57	20,798 66	2,000 00	376 50	420 00
Oscoda.....	26,374 00	30,236 68	4,541 40	366 40	33 00
Oscoda.....	-----	1,110 47	876 16	63 75	14 25
Otsego.....	8,665 00	9,522 68	2,320 02	94 00	34 75
Ottawa.....	26,450 00	26,766 66	1,140 76	218 30	152 45
Presque Isle.....	3,150 00	5,558 39	5,767 32	91 50	67 50
Roscommon.....	3,500 00	4,063 81	2,176 49	80 25	28 50
Saginaw.....	51,345 06	53,094 10	3,820 96	278 25	3,462 65
St. Clair.....	26,530 00	28,103 44	817 41	235 25	169 25
St. Joseph.....	4,721 00	6,408 24	374 62	132 00	20 00
Sanilac.....	29,474 00	32,013 13	2,663 78	217 30	70 00
Schoolcraft.....	5,800 00	6,483 37	1,212 80	129 80	202 10
Shiawassee.....	34,014 37	34,575 51	3,395 80	147 50	304 90
Tuscola.....	22,522 00	23,538 10	2,313 61	244 68	88 80
Van Buren.....	7,202 18	8,294 05	2,811 75	145 25	15 00
Washtenaw.....	30,631 00	38,476 85	649 62	219 25	485 00
Wayne.....	116,947 71	138,118 20	4,218 01	500 30	412 00
Wexford.....	21,316 00	22,397 04	2,791 03	147 63	196 45

TABLE VIII.

Cost per capita of public schools of the State for the school year ending September 7, 1896.

Counties.	No. of pupils included in school census in—		No. of pupils enrolled in—		Cost per capita for instruction based on school census in—			Cost per capita for instruction based on enrollment in—			Total expenses per capita during year based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.
Totals.....	399,581	300,488	281,483	212,684	\$6 77	\$4 57	\$5 83	\$9 62	\$6 48	\$8 26	\$16 55	\$8 75	\$13 19
Alcona	458	1,404	345	1,038	\$6 37	\$4 34	\$4 85	\$8 46	\$5 88	\$6 53	\$10 68	\$7 96	\$8 64
Alger	687	238	239	183	4 88	17 06	8 01	14 04	22 18	17 57	38 69	39 11	38 87
Allegan	4,052	8,073	3,292	6,062	6 76	4 19	5 05	8 83	5 58	6 55	11 11	7 19	8 57
Alpena	5,048	1,707	2,163	1,047	3 53	3 83	3 61	8 25	6 24	7 60	12 05	8 10	10 76
Antrim	1,660	2,397	1,519	1,851	739	6 01	6 58	8 08	7 79	7 92	15 11	10 73	12 70
Arenac	1,103	1,529	768	981	4 22	3 31	3 69	3 07	5 16	5 56	7 97	7 18	7 53
Baraga	1,070	136	629	85	7 67	13 56	8 34	13 05	21 70	14 08	18 47	45 40	21 68
Barry	1,609	5,260	1,620	4,367	9 13	5 24	6 15	9 07	6 31	7 06	14 15	8 11	9 75
Bay	16,330	6,071	9,399	3,217	5 48	2 78	4 73	9 48	5 25	8 40	19 18	7 78	16 28
Benzie	1,434	1,193	1,164	927	6 92	6 55	6 75	8 52	8 43	8 49	14 95	14 02	14 54
Berrien.....	7,274	6,390	6,164	4,745	7 26	4 67	6 05	8 57	6 24	7 57	13 34	8 31	11 16
Branch	2,424	4,301	2,030	3,341	9 58	5 43	6 92	11 43	6 99	8 67	17 29	9 36	12 36
Calhoun	7,495	5,177	5,728	3,907	7 89	6 05	7 14	10 32	8 02	9 39	17 41	9 98	14 39
Cass	1,974	3,956	2,009	2,990	8 93	6 10	7 04	8 77	8 07	8 96	12 30	10 33	11 12
Charlevoix	1,403	2,314	1,264	1,616	6 96	5 01	5 75	7 74	7 18	7 43	14 81	10 13	12 18
Cheboygan	2,836	2,196	1,764	1,409	4 41	5 22	4 76	7 09	8 14	7 55	18 19	11 39	15 17
Chippewa	2,970	1,738	1,399	1,149	5 94	4 12	5 27	9 29	6 23	8 14	22 24	8 88	17 20
Clare	998	1,427	825	996	6 06	5 05	5 47	7 33	7 24	7 28	10 12	11 46	10 85
Clinton	2,161	5,401	2,032	3,566	8 56	4 62	5 75	9 10	7 00	7 76	12 41	8 94	10 20
Crawford	400	311	335	220	9 00	9 06	9 02	10 74	12 81	11 56	15 04	17 99	16 21
Delta	3,608	2,245	1,867	1,586	5 61	5 57	5 63	10 95	7 89	9 54	22 12	11 72	17 34
Dickinson	3,979	382	2,874	315	6 79	10 04	7 08	9 40	12 17	9 68	19 27	21 10	19 45
Eaton	3,307	5,316	3,065	4,267	9 34	5 39	6 91	10 01	6 72	8 10	13 58	8 44	10 59
Emmet	1,743	1,769	1,011	1,125	6 65	6 14	6 39	11 48	9 66	10 51	27 51	13 84	20 31
Genesee	4,645	6,228	4,055	4,827	8 71	4 70	6 41	9 98	6 06	7 85	15 01	7 96	11 13
Gladwin	243	1,444	260	909	7 71	4 09	4 61	7 21	6 50	6 65	8 21	8 76	8 64
Gogebic	3,339	341	2,469	248	7 90	11 36	8 22	10 69	15 62	11 14	23 45	24 56	23 55
G'd Traverse	2,606	2,482	2,169	1,762	8 13	5 26	6 78	9 76	7 42	8 71	25 18	9 51	18 15
Gratiot	2,640	6,571	2,408	5,133	7 01	3 88	4 79	7 69	4 98	5 85	10 93	6 65	8 02
Hillsdale	3,197	4,895	2,565	3,918	7 72	5 38	6 31	9 63	6 50	7 88	14 41	8 85	11 05
Houghton	14,403	798	8,658	580	6 91	7 36	6 93	11 49	10 13	11 41	19 21	13 32	18 84
Huron	3,715	8,681	2,484	5,262	4 44	3 05	3 46	6 64	5 03	5 54	9 47	7 88	8 05
Ingham	6,089	4,634	5,080	3,592	8 11	5 58	7 02	9 72	7 25	8 68	14 78	9 14	12 44
Ionia	4,367	5,426	3,967	3,961	8 12	4 69	6 22	8 94	6 43	7 69	12 51	8 27	10 39
Iosco	2,703	1,078	2,148	690	5 45	4 09	5 07	6 86	5 39	6 75	8 96	8 42	8 83
Iron	1,245	393	943	281	10 09	8 96	9 82	13 32	12 53	13 14	21 13	24 34	21 87
Isabella	1,307	5,886	904	4,154	7 61	3 68	4 40	11 00	5 22	6 25	22 99	6 94	9 81
Jackson	7,143	5,193	5,741	3,813	7 87	5 85	7 02	9 79	7 97	9 06	13 53	10 37	12 27
Kalamazoo	6,649	3,932	4,845	2,910	7 81	5 99	7 13	10 71	8 10	9 73	20 46	10 64	16 78
Kalkaska	480	1,106	488	899	7 96	8 43	8 29	7 82	10 37	9 48	11 77	13 83	13 10
Kent	28,356	9,520	17,816	6,805	7 54	4 42	6 76	12 01	6 19	10 40	17 31	7 97	14 73
Keweenaw	478	170	390	138	6 64	10 47	7 64	8 14	12 90	9 38	12 66	18 26	14 12
Lake	786	923	696	694	5 24	6 83	6 10	5 92	9 09	7 50	7 22	13 71	10 46
Lapeer	3,061	6,210	2,555	4,534	6 97	3 84	4 87	8 35	5 26	6 38	11 59	7 00	8 65
Leelanau	749	2,600	465	1,686	3 59	3 94	3 86	5 80	6 06	6 02	7 70	8 63	8 43

TABLE VIII.—CONCLUDED.

Counties.	No. of pupils included in school census in—		No. of pupils enrolled in—		Cost per capita for instruction based on school census in—			Cost per capita for instruction based on enrollment in—			Total expenses per capita during year based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.
Lenawee.....	5,733	7,201	4,671	5,404	\$7 82	\$5 09	\$6 30	\$9 60	\$6 78	\$8 09	\$15 83	\$8 85	\$11 85
Livingston.....	1,414	4,148	1,382	3,362	9 46	5 38	6 41	9 82	6 63	7 55	14 10	8 69	10 25
Luce.....	406	121	430	104	12 93	15 53	13 53	12 21	18 08	18 35	18 24	32 67	21 05
Mackinac.....	1,191	1,205	907	778	5 50	5 36	5 49	7 22	8 33	7 72	11 02	10 88	10 96
Macomb.....	4,042	6,524	2,778	3,795	6 29	3 53	4 59	9 16	6 08	7 38	17 02	7 63	11 60
Manistee.....	7,040	2,363	4,756	1,597	5 20	4 65	5 06	7 69	6 88	7 49	15 12	9 83	13 79
Marquette.....	10,956	1,170	7,517	728	7 14	7 91	7 21	10 40	12 72	10 61	21 37	18 89	21 15
Mason.....	3,250	3,063	2,357	2,162	6 72	4 55	5 66	9 26	6 45	7 91	13 08	9 34	11 30
Mecosta.....	2,462	4,806	1,718	3,443	6 18	3 88	4 66	8 86	5 42	6 57	12 62	7 34	9 10
Menominee.....	6,634	1,204	4,435	779	5 94	4 61	5 74	8 89	7 26	8 63	14 54	13 14	14 33
Midland.....	1,321	3,321	1,069	2,157	6 64	3 54	4 42	8 06	5 46	6 33	10 74	7 95	8 89
Missaukee.....	830	1,382	665	1,058	5 16	7 36	6 53	6 45	9 61	8 89	9 48	13 16	11 74
Monroe.....	3,191	7,792	1,793	5,193	4 69	3 61	3 93	8 35	5 42	6 17	10 30	6 94	7 81
Montcalm.....	3,956	6,781	3,334	5,026	6 98	3 67	4 89	8 28	4 95	6 28	11 31	6 76	8 57
Montmorency ..	386	447	322	317	8 49	9 14	8 84	10 18	12 89	11 53	13 60	17 45	15 52
Muskegon.....	8,417	4,037	6,472	2,812	6 73	3 62	5 71	8 75	5 17	7 66	14 74	7 02	12 40
Newaygo.....	1,528	4,502	1,281	3,452	6 39	4 08	4 66	7 63	5 31	5 94	11 19	7 27	8 33
Oakland.....	4,894	6,210	4,166	4,529	7 99	6 05	6 91	9 38	8 30	8 82	15 03	10 48	12 67
Oceana.....	1,449	4,036	1,164	2,954	6 53	4 18	4 81	8 14	5 76	6 43	11 86	7 66	8 85
Ogemaw.....	598	1,318	513	963	5 72	5 53	5 58	6 67	7 56	7 25	11 19	11 12	11 15
Ontonagon.....	1,051	331	816	279	11 80	11 11	11 63	15 20	13 19	14 69	23 36	19 10	22 28
Oscoda.....	1,999	3,718	1,897	2,622	7 42	4 52	5 53	7 81	6 41	7 00	11 75	8 43	9 83
Oscoda.....	409	409	305	305	6 81	6 81	6 31	8 47	8 47	8 47	12 47	12 47	12 47
Otsego.....	574	834	324	564	6 65	3 52	7 74	11 78	12 15	12 02	16 60	17 65	17 27
Ottawa.....	8,096	5,804	6,044	3,950	5 16	3 68	4 54	6 90	5 41	6 32	11 85	7 16	10 00
Presque Isle....	292	1,738	220	695	3 37	2 77	2 85	4 49	6 92	6 34	6 12	11 63	10 32
Roscommon.....	252	156	171	112	6 31	7 79	6 87	9 30	10 85	9 91	12 79	13 26	12 97
Saginaw.....	18,482	9,310	14,705	5,767	6 68	3 36	5 57	8 40	5 42	7 56	11 77	7 62	10 65
St. Clair.....	9,891	8,379	5,799	5,590	4 92	3 72	4 37	8 40	5 58	7 01	14 88	7 55	11 28
St. Joseph.....	3,053	8,597	2,600	2,765	9 27	5 47	7 87	10 89	7 48	9 13	15 62	9 66	12 55
Sanilac.....	3,646	8,814	2,841	6,476	4 51	3 28	3 64	5 79	4 34	4 87	13 79	6 23	8 53
Schoolcraft.....	1,060	726	795	528	9 91	10 39	10 11	13 22	14 29	13 64	20 77	18 71	19 95
Shiawassee.....	4,069	5,156	3,453	3,924	8 37	4 59	6 26	9 86	6 04	7 82	13 39	7 53	10 27
Tuscola.....	3,301	8,167	2,463	5,678	5 96	3 34	4 09	7 99	4 80	5 77	10 83	6 45	7 77
Van Buren.....	3,750	5,547	3,419	4,141	7 29	5 02	5 94	8 28	6 73	7 30	10 86	8 90	9 63
Washtenaw.....	5,904	5,751	4,920	4,038	10 43	5 19	7 84	12 51	7 40	10 21	19 34	9 51	14 91
Wayne.....	88,143	8,690	52,233	5,124	6 23	3 73	6 01	10 51	6 38	10 14	22 21	9 08	21 04
Wexford.....	2,094	2,298	1,923	1,727	8 80	6 35	7 55	9 59	8 47	9 06	13 16	12 40	12 80

DEPARTMENT OF PUBLIC INSTRUCTION.

TABLE IX.
Statistics of township and district libraries as reported by school inspectors for the year ending September 7, 1896.

Counties.	No. of townships using library money for general school purposes.	No. of townships forfeiting library money.	No. of townships maintaining libraries.	No. of volumes added to township libraries during the year.	Whole No. of volumes in township libraries.	Amount of taxes voted for township libraries.	Amount of fines, etc., received from county treasurer for township libraries.	Amount paid for books and care of township libraries.	Amount of township library money on hand September 7, 1896.	No. of districts maintaining libraries.	No. of volumes added to district libraries during the year.	Whole No. of volumes in district libraries.	Amount paid for the support of such libraries.	Amount of fines, etc., received from county treasurer for such libraries.
Totals.....	526	231	475	10,643	164,083	\$3,284 18	\$10,957 80	\$16,018 76	\$18,319 93	2,295	53,689	580,761	\$94,526 37	\$119,108 51
Alcona.....	3	3	4	57	1,284	.....	\$3 50	\$74 40	\$37 20	7	31	267	.....	\$67 68
Alger.....	1	2	.....	.....	.....	.....	.....	.....	.....	4	6	154	\$300 91	.....
Allegan.....	18	1	10	357	4,050	.....	680 13	416 56	557 67	99	1,431	6,445	519 61	3,283 62
Alpena.....	4	2	4	64	374	.....	.....	79 04	.....	7	488	3,340	937 32	1,221 35
Antrim.....	8	2	11	148	2,806	.....	186 44	311 96	345 06	14	124	703	85 12	139 76
Arenac.....	8	3	.....	.....	.....	.....	.....	.....	.....	7	.....	476	.....	1 47
Baraga.....	2	.....	.....	.....	.....	\$106 00	61 44	.....	.....	4	2	916	25 00	61 44
Barry.....	10	3	4	.....	1,282	.....	75	88 00	1 40	50	250	3,299	231 85	1,053 64
Bay.....	3	4	8	282	2,862	.....	219 38	259 36	385 08	22	847	20,574	110 89	136 15
Benzie.....	2	2	9	106	1,994	.....	104 89	96 65	177 78	14	92	632	36 25	124 86
Berrien.....	7	7	7	344	6,970	300 00	105 92	500 56	102 04	96	1,755	9,863	718 59	1,157 52
Branch.....	11	2	3	95	2,470	200 00	138 37	253 54	184 12	33	97	2,151	99 11	1,106 58
Calhoun.....	15	1	4	151	1,587	.....	66 36	120 62	66 41	64	1,389	20,080	1,152 05	1,351 18
Cass.....	7	5	3	3	1,468	.....	37 55	27 93	51 75	49	418	4,160	119 84	725 03
Charlevoix.....	7	3	6	21	825	30 00	33 84	71 85	87 07	18	175	883	97 99	9 62
Cheboygan.....	7	2	6	138	1,148	10 00	184 47	73 27	131 23	9	404	3,019	511 15	320 43
Chippewa.....	8	1	4	.....	311	.....	32 51	10 00	85 75	6	73	2,035	29 00	54 03
Clare.....	6	3	4	.....	810	.....	.....	12 25	156 87	3	47	519	33 00	74 79
Clinton.....	11	3	4	298	722	55 00	467 72	159 33	153 96	35	175	1,828	229 71	1,444 88
Crawford.....	3	.....	5	79	1,789	20 00	149 28	211 00	160 66	10	68	385	166 36	16 41
Delta.....	5	4	3	185	1,142	.....	33 68	110 92	130 34	5	184	2,285	718 93	854 25
Dickinson.....	.....	3	3	.....	.....	275 00	14 86	.....	200 80	5	317	5,119	611 92	492 36
Eaton.....	7	1	9	662	6,301	.....	487 44	594 60	1,027 89	45	1,001	4,377	665 40	2,858 48
Emmet.....	1	3	9	93	1,828	.....	162 57	179 02	165 50	15	52	1,970	346 67	65 25
Genesee.....	8	9	2	36	400	.....	25 63	35 63	134 24	83	1,579	12,445	1,612 21	3,185 26
Gladwin.....	.....	9	2	264	392	.....	.....	171 55	61 43	2	.....	288	5 00	.....
Gogebic.....	2	2	.....	.....	.....	.....	.....	.....	.....	3	365	2,491	530 27	34 14
Grand Traverse.....	1	.....	11	220	4,282	.....	622 05	332 79	769 97	26	704	2,574	267 17	868 19
Gratiot.....	8	9	1	.....	30	.....	42 70	40 00	.....	98	1,243	6,143	770 47	1,215 81
Hillsdale.....	14	8	1	21	224	.....	61 74	40 00	.....	49	454	2,997	872 84	1,375 55
Houghton.....	3	5	2	76	1,867	.....	471 26	448 82	1,804 40	13	3,285	10,871	4,802 04	1,640 77
Huron.....	11	4	11	80	2,602	25 00	172 60	184 24	304 68	35	406	1,794	82 25	901 22
Ingham.....	16	.....	.....	.....	.....	.....	102 86	.....	24 15	52	623	11,110	1,467 72	1,978 00

Ionia.....	13	2	1	164	450	50 00	35 24	77 00	23 88	31	314	2,985	377 20	1,299 48
Iosco.....	1	2	6	164	941	50 00	7 70	100 03	150 88	8	71	1,681	12 00	172 88
Iron.....	9	3	7	182	998	-----	47 18	45 00	219 76	4	92	1,181	163 19	253 46
Isabella.....	12	7	1	182	300	-----	147 51	92 21	-----	16	342	1,291	415 28	1,987 49
Jackon.....	12	1	3	82	982	45 00	184 37	85 12	76 93	79	803	5,465	4,668 53	2,526 85
Kalamazoo.....	5	3	5	82	488	-----	8 79	11 00	44 54	59	1,685	27,885	95 39	66 28
Kalkaska.....	12	3	10	385	6,023	100 00	227 28	573 85	217 12	65	28	720	10,311 11	6,859 15
Kent.....	3	3	2	78	600	-----	-----	25 00	112 46	3	3,552	51,133	-----	-----
Keweenaw Lake.....	-----	3	10	78	1,753	19 00	91 80	127 29	147 88	7	68	1,283	31 70	30 72
Lapeer.....	11	5	3	114	1,204	-----	69 19	131 28	35 19	55	329	4,561	235 76	1,086 21
Leelanau.....	-----	-----	11	45	2,536	-----	154 57	132 36	202 39	14	64	532	62 07	232 40
Lenaawee.....	8	7	7	173	4,897	-----	91 31	183 02	68 67	88	2,460	21,911	3,083 89	1,212 92
Livingston.....	11	2	3	-----	1,657	-----	75 45	39 50	44 75	13	181	1,274	86 19	1,140 23
Luce.....	1	1	2	91	151	-----	15 52	92 78	26 92	2	231	1,500	214 03	164 56
Mackinac.....	4	5	7	-----	538	-----	23 56	163 13	11 13	5	-----	1,282	46 82	136 69
Macomb.....	5	4	7	1	1,598	-----	96 59	57 95	463 89	31	537	6,312	805 72	1,644 39
Manistee.....	3	3	9	10	2,419	-----	73 19	106 59	202 74	20	223	3,313	353 39	455 20
Marquette.....	6	3	2	278	2,784	50 00	11 90	429 00	504 24	10	1,344	13,430	1,493 47	1,092 99
Mason.....	1	1	11	155	3,655	-----	375 10	250 50	419 60	14	125	2,508	105 50	693 74
Mecosta.....	6	2	7	67	1,736	-----	174 99	160 79	154 58	23	189	2,404	131 44	384 20
Menominee.....	5	1	1	-----	839	-----	94 55	100 00	661 49	14	529	2,116	798 03	830 40
Midland.....	5	6	7	-----	327	-----	2 67	23 00	34 00	14	110	1,705	49 50	143 07
Missaukee.....	4	-----	9	19	1,507	-----	78 83	100 25	87 77	16	127	675	171 08	171 98
Monroe.....	4	-----	11	160	2,338	-----	237 11	192 61	169 91	35	714	4,793	833 05	1,574 21
Montcalm.....	6	5	9	154	1,890	-----	240 01	177 27	311 37	35	494	2,835	246 70	999 14
Montmorency.....	2	2	1	-----	77	225 00	-----	10 00	-----	2	6	200	25 00	-----
Muskegon.....	3	1	15	298	5,113	-----	18 40	484 20	211 58	17	1,693	24,284	3,361 52	311 02
Newaygo.....	8	-----	15	72	3,444	-----	94 21	189 56	172 71	22	130	688	33 35	321 12
Oakland.....	14	6	6	110	2,132	-----	227 07	132 86	395 91	42	483	5,771	319 13	1,762 94
Oceana.....	1	-----	15	530	6,067	200 00	151 75	799 55	365 62	29	155	829	50 15	79 54
Ogemaw.....	8	1	6	264	1,976	-----	125 83	230 81	28 18	3	81	141	77 00	55 38
Ontonagon.....	6	-----	-----	-----	-----	-----	181 40	-----	564 44	3	38	710	86 60	344 79
Osceola.....	3	2	12	290	3,208	-----	470 15	445 48	511 69	13	140	1,121	81 33	469 43
Oscoda.....	7	-----	1	1	397	-----	-----	33 00	52 65	-----	-----	228	103 01	32 77
Otsego.....	3	1	7	191	2,344	25 00	116 52	326 60	233 61	6	92	7,557	662 76	131 35
Ottawa.....	5	1	10	479	5,249	35 00	814 69	508 52	786 97	43	792	7,227	140 88	1,855 54
Presque Isle.....	5	6	1	-----	30	300 00	-----	-----	213 93	8	77	-----	-----	-----
Roscommon.....	2	3	5	-----	554	-----	-----	30 00	81 80	1	-----	1	-----	-----
Saginaw.....	10	6	13	236	5,403	150 00	114 43	341 81	507 95	51	1,588	23,075	2,084 91	1,306 55
St. Clair.....	13	-----	10	223	4,321	25 00	163 18	229 35	303 34	45	1,328	7,155	447 66	930 23
St. Joseph.....	11	1	5	562	7,824	764 18	67 16	2,252 60	619 48	69	1,080	4,365	475 87	896 49
Sauilac.....	10	7	10	131	2,270	-----	114 87	84 38	156 95	35	265	1,374	63 45	1,030 28
Schoolcraft.....	6	2	1	167	179	-----	23 07	31 00	148 01	7	411	1,806	693 70	238 79
Shiawassee.....	14	-----	2	-----	600	25 00	77 22	15 00	103 20	23	458	2,918	140 65	1,961 37
Tuscola.....	7	-----	12	319	3,889	-----	99 64	228 42	209 70	39	529	3,893	249 57	841 72
Van Buren.....	7	3	8	412	5,607	200 00	239 57	583 09	681 29	57	1,187	3,774	419 61	783 34
Washtenaw.....	10	5	7	146	2,273	-----	155 45	177 43	147 87	27	1,679	10,120	1,053 57	1,401 01
Wayne.....	7	8	5	35	4,105	-----	130 10	157 75	276 06	90	9,207	167,661	41,690 50	51,272 82
Wexford.....	-----	1	14	343	3,615	50 00	279 25	428 53	361 35	9	418	1,643	368 94	728 60

TABLE X.

Branches of instruction as reported by school inspectors for the year ending September 7, 1896.

Counties.	Number of districts in which instruction is given in—													No. of districts furnishing free text-books.
	Algebra.	Arithmetic.	Botany.	Civil Government.	Geography.	Geometry.	Natural Philosophy.	Orthography.	Physiology.	Reading.	U. S. History.	Writing.	Grammar.	
Totals.....	1,967	6,914	826	5,395	6,840	813	1,163	4,263	6,414	6,858	6,562	6,130	674	981
Alcona	4	26	5	22	26	3	6	19	24	26	25	26	25	9
Alger	5	7	1	7	8	1	1	7	7	8	7	8	8	8
Allegan	39	162	13	151	171	9	20	103	160	168	177	165	168	16
Alpena	12	24	9	14	21	9	11	18	18	21	21	21	19	9
Antrim	16	69	6	51	69	6	6	48	63	68	67	62	67	16
Arenac	7	34	2	23	34	2	6	23	31	34	31	30	31	1
Baraga	3	4	2	3	4	2	3	4	4	4	4	4	4	1
Barry	47	145	19	137	144	15	18	78	139	144	141	140	144	23
Bay	13	16	9	47	61	11	17	41	61	61	59	56	59	16
Benzie	11	48	9	38	47	7	13	28	48	48	44	41	45	9
Berrien	41	144	15	116	147	11	20	101	136	143	138	130	142	29
Branch	35	126	9	90	121	7	12	60	118	125	119	98	125	14
Calhoun	57	161	24	113	160	15	23	88	146	160	153	150	158	15
Cass	41	113	12	85	111	10	12	58	99	111	108	99	109	24
Charlevoix	23	66	17	52	65	20	18	49	63	65	64	62	65	15
Cheboygan	18	50	7	32	51	9	10	34	44	50	45	49	48	5
Chippewa	4	35	2	28	35	2	5	21	30	35	35	33	34	1
Clare	8	44	4	29	40	8	8	27	37	39	35	31	39	22
Clinton	30	130	17	105	128	17	22	87	124	129	127	114	127	9
Crawford	4	22	1	11	22	1	3	14	21	23	20	21	23	14
Delta	8	30	6	17	28	8	8	22	28	30	27	28	27	8
Dickinson	3	8	2	8	8	2	2	7	8	8	8	6	8	2
Eaton	33	147	18	111	137	16	21	67	139	134	137	114	141	9
Emmet	9	65	6	40	65	5	7	43	60	64	54	60	63	14
Genesee	63	149	13	131	158	15	31	90	145	166	158	163	168	7
Gladwin	7	30	4	21	30	4	6	16	29	30	28	29	30	6
Gogebic	3	7	2	4	7	2	2	5	6	7	7	5	7	1
Grand Traverse	11	69	6	52	67	3	9	47	61	67	64	60	65	5
Gratiot	32	128	14	114	130	14	20	95	121	128	127	109	127	7
Hillsdale	48	161	17	126	160	14	17	83	141	160	154	144	159	22
Houghton	19	34	10	21	32	10	10	28	31	33	30	29	31	5
Huron	31	110	21	89	109	22	29	77	99	111	107	106	109	6
Ingham	33	134	16	119	134	14	17	87	125	135	129	104	135	11
Ionia	33	141	16	118	131	13	22	67	120	136	131	113	137	5
Iosco	11	24	7	17	25	7	8	16	22	23	22	24	24	6
Iron	4	8	4	5	8	2	3	6	8	8	5	8	7	6
Isabella	21	96	9	84	92	12	15	67	92	91	13	86	93	19
Jackson	49	154	10	120	154	11	16	89	145	149	147	134	151	21
Kalamazoo	45	132	10	99	128	8	16	83	115	127	120	116	127	11
Kalkaska	10	50	4	34	49	3	7	35	48	49	47	40	49	18
Kent	46	204	15	170	202	18	23	106	190	203	185	183	200	25
Keweenaw	4	5	-----	4	5	1	1	5	5	5	5	5	5	-----
Lake	9	41	8	29	41	9	12	27	34	39	38	33	39	9
Lapeer	40	133	17	101	134	19	30	83	116	131	139	124	132	8
Leelanau	8	55	8	44	54	6	13	40	52	54	53	52	53	5

TABLE X.—CONCLUDED.

Counties.	Number of districts in which instruction is given in—													No. of districts furnishing free text-books.
	Algebra.	Arithmetic.	Botany.	Civil Government.	Geography.	Geometry.	Natural Philosophy.	Orthography.	Physiology.	Reading.	U. S. History.	Writing.	Grammar.	
Lenawee.....	66	175	17	157	187	13	20	110	175	189	179	175	188	10
Livingston.....	62	138	23	112	129	30	28	76	125	181	182	113	122	31
Luce.....	2	4	1	4	4	1	2	3	4	4	4	4	4	4
Mackinac.....	6	20	8	12	20	4	4	14	20	20	20	20	20	7
Macomb.....	26	109	14	86	110	11	14	80	107	112	107	106	106	5
Manistee.....	20	53	8	39	55	7	19	35	50	54	49	45	53	12
Marquette.....	10	17	8	18	17	6	6	16	16	17	17	17	17	10
Mason.....	5	59	3	50	54	4	7	42	55	57	57	52	57	13
Mecosta.....	15	100	3	87	98	5	10	78	91	98	95	75	98	17
Menominee.....	10	28	2	24	22	6	12	23	27	28	27	28	22	16
Midland.....	17	67	7	48	67	7	7	39	65	66	63	56	64	9
Missaukee.....	15	49	9	37	45	8	10	34	46	46	45	42	46	29
Monroe.....	22	136	9	115	135	11	15	90	118	132	131	122	132	7
Montcalm.....	41	125	25	102	127	27	38	70	117	126	125	103	124	24
Montmorency.....	4	8	4	7	8	3	8	7	8	8	8	8	8	3
Muskegon.....	32	85	13	67	87	13	19	65	89	85	83	75	85	10
Newaygo.....	21	107	6	79	105	6	15	70	108	109	107	89	106	24
Oakland.....	104	209	43	158	203	36	45	115	184	204	198	187	204	5
Oceana.....	20	85	9	65	79	9	13	50	74	81	76	78	79	11
Ogemaw.....	10	43	6	24	43	5	9	24	38	48	38	43	40	1
Ontonagon.....	5	7	3	6	7	3	2	5	5	7	6	7	6	2
Osceola.....	12	96	8	55	90	5	6	61	83	88	85	70	86	16
Oscoda.....	7	19	-----	15	19	1	4	19	19	20	19	19	19	-----
Otsego.....	14	39	9	30	37	9	10	28	39	39	37	33	37	17
Ottawa.....	35	122	12	91	120	12	17	70	119	121	121	103	119	29
Presque Isle.....	5	29	1	16	30	3	6	18	24	31	28	31	28	18
Roscommon.....	1	12	3	10	12	2	2	10	11	11	9	11	13	-----
Saginaw.....	42	155	21	128	154	25	31	115	162	154	154	158	155	31
St. Clair.....	37	149	12	116	148	13	21	89	138	151	149	133	146	5
St. Joseph.....	40	120	16	96	119	17	28	85	109	118	116	100	119	15
Sanilac.....	58	142	12	121	141	17	27	80	132	138	140	105	133	8
Schoolcraft.....	4	15	2	12	15	2	1	13	15	15	15	15	15	5
Shiawassee.....	37	128	16	91	122	16	20	54	115	125	119	105	123	10
Tuscola.....	42	144	14	120	141	18	24	96	136	143	138	125	141	8
Van Buren.....	33	151	19	114	149	19	26	99	139	161	140	134	149	19
Washtenaw.....	38	164	13	103	161	11	17	51	133	149	152	124	163	15
Wayne.....	43	154	19	108	155	16	31	73	134	154	152	143	152	10
Wexford.....	13	73	7	47	72	9	15	60	71	73	66	66	70	33

TABLE XI.

Private and select schools for the year ending September 7, 1896.

Counties.	No. of schools.	No. of teachers.		Estimated No. of pupils.	Counties.	No. of schools.	No. of teachers.		Estimated No. of pupils.
		Male.	Female.				Male.	Female.	
Totals.....	368	385	695	44,053	Kent.....	27	24	61	3,590
Alcona.....					Keweenaw.....	2	2	1	40
Alger.....					Lake.....	1	2		45
Allegan.....	3	2	3	180	Lapeer.....	3	4	1	135
Alpena.....					Leelanau.....				
Antrim.....					Lenawee.....				
Arenac.....					Livingston.....				
Baraga.....					Luce.....				
Barry.....					Mackinac.....				
Bay.....	18	13	36	3,293	Macomb.....	17	16	5	989
Benzle.....	2	13	9	250	Manistee.....	7	5	19	1,435
Berrien.....	8	12	12	763	Marquette.....	5	1	13	1,250
Branch.....	2	1	1	30	Mason.....	5	5	6	409
Calhoun.....	9	23	25	1,005	Mecosta.....	4	7	5	837
Cass.....					Menominee.....	3	1	7	300
Charlevoix.....	4	2	5	159	Midland.....	1	2		21
Cheboygan.....					Missaukee.....				
Chippewa.....	1		4	200	Monroe.....	10	9	25	840
Clare.....					Montcalm.....				
Clinton.....	4		9	430	Montmorency.....				
Crawford.....					Muskegon.....				
Delta.....	8		19	920	Newaygo.....				
Dickinson.....	1		4	200	Oakland.....	2		2	19
Eaton.....					Oceana.....	1		1	20
Emmet.....	3	4	6	510	Ogemaw.....	1		1	8
Genesee.....	5	7	9	300	Ontonagon.....				
Gladwin.....					Osceola.....	2	1	1	85
Gogebic.....	1		3	300	Oscoda.....				
Grand Traverse.....	3	3	6	200	Otsego.....				
Gratiot.....	1	7	9	287	Ottawa.....	6	6	9	314
Hillsdale.....	1		1	10	Presque Isle.....	5	4	1	183
Houghton.....	10	5	28	2,015	Rosecommon.....				
Huron.....	13	9	9	890	Saginaw.....	26	20	23	1,941
Ingham.....	8	6	7	500	St. Clair.....	17	17	28	1,572
Ionia.....	5	4	6	332	St. Joseph.....	2	3	3	70
Iosco.....					Sanilac.....	3	2	1	85
Iron.....					Schoolcraft.....				
Isabella.....	2		7	285	Shiawassee.....	3	1	3	60
Jackson.....	2	4	2	81	Tuscola.....	3	2	2	170
Kalamazoo.....	12	12	30	800	Van Buren.....				
Kalkaska.....					Washtenaw.....	9	9	7	435
					Wayne.....	79	114	211	15,297
					Wexford.....	3	1	4	73

TABLE XII.
Examination and certification of teachers as reported by the county commissioner for the year ending July 1, 1896.

Counties.	No. of public examina- tions.	No. of applicants for regular certificates.	No. of applicants for special certificates.	Number of applicants re- ceiving certificates.				No. licensed without ex- perience in teaching	No. of applicants having received normal school instruction.	No. of applicants having attended institute dur- ing the year.	No. of teachers having State certificates.	No. of teachers holding normal school certifi- cates.	No. of legally qualified teachers in the county.	No. making teaching a permanent profession.	No. of certificates sus- pended.	No. of certificates re- voked.	First grade.		
				First grade.	Second grade.	Third grade.	Special.										First grade.	Second grade.	Third grade.
Totals.....	823	16,251	1,286	151	1,411	7,859	897	2,281	1,203	5,227	117	525	11,510	6,304	4	5	90	80	70
Alcona.....	4	45	21	2		11	21	3					21	21			90	80	70
Alger.....	2	14	6			13	6	2					20	20			90	80	70
Allegan.....	6	343	5	4	35	132		51	24	108	9	11	281	120			90	80	70
Alpena.....	3	77	1		6	33	1	13	3	30			38	20			90	80	70
Antrim.....	4	121	1		16	64	4	14	6	36	1	11	112	100			90	80	70
Arenac.....	4	67	6	1	1	90	5	8	2	25	4		43	40			85	75	65
Baraga.....	2	22	6		3	17	4	2	5	18			25	13			85	75	65
Barry.....	4	328	17	6	29	165	6	64	7	119			228	175			90	80	70
Bay.....	4	193	7		21	44	3	13	2	45			85	36			90	80	70
Benosie.....	4	133	6	1	20	65	8	23	8	64			105	12			90	80	70
Berrien.....	5	410	11	5	32	187	2	27	20	165	1	16	241	160	1		90	80	70
Branch.....	4	341	32		23	133	32	36	27	64	3	28	212	175			90	80	70
Calhoun.....	5	452	81	3	22	201	31	81	12	50	3	3	232	116			90	80	70
Cass.....	4	285	30	3	10	141	22	39	9	60	1	11	190	80			85	75	65
Charlevoix.....	4	143	3	2	17	79	2	16	4	24	1	5	116	74	1		90	80	70
Cheboygan.....	4	88	10		5	25	6	8	6	32	3		60	50			90	80	70
Chippewa.....	3	48	16		4	21	12		4	25	2	1	45	30	1	1	90	80	70
Clare.....	4	65	14		4	25	12	11	13	13	2	1	65	40			75	65	55
Clinton.....	4	825	11	3	26	183	9	45	4	150	2	6	288	200			85	75	65
Crawford.....	4	23	8		5	10	9	3	2	3		1	22	15			90	80	70
Delta.....	3	61	10	2	7	38	4	7			2		66	30			85	70	60
Dickinson.....	2	28	6		2	16	2	6	6	14			19	6			90	80	70
Eaton.....	4	352	4	1	42	193	4	83	6	117	3	8	296	80			90	80	70
Emmet.....	4	125	2		10	63	2	29	6	24			108	40			90	80	70
Genesee.....	5	357	10	4	51	109	4	40	95	168		1	211	150			85	75	65
Gladwin.....	2	55	10		3	29	5	8	2	23			35	15			90	80	70

DEPARTMENT OF PUBLIC INSTRUCTION.

TABLE XII.—CONCLUDED.

Counties.	No. of public examina- tions.	No. of applicants for regular certificates.	No. of applicants for special certificates.	Number of applicants re- ceiving certificates.				No. licensed without ex- perience in teaching.	No. of applicants having received normal school instruction.	No. of applicants having attended institute dur- ing the year.	No. of teachers having State certificates.	No. of teachers holding normal school certifi- cates.	No. of legally qualified teachers in the county.	No. making teaching a permanent profession.	No. of certificates sus- pended.	No. of certificates re- voked.	Average per cent required for certificates.		
				First grade.	Second grade.	Third grade.	Special.										First grade.	Second grade.	Third grade.
Gogebic	2	15	1	—	1	12	1	39	2	60	—	25	13	e	3	—	80	75	70
Grand Traverse	4	124	9	—	16	75	9	41	2	110	4	4	150	e	80	—	90	80	75
Gratiot	4	317	16	1	19	167	11	50	2	140	6	9	233	—	100	—	85	85	80
Hilledale	4	396	55	—	21	177	40	23	6	30	3	30	180	e	100	—	90	85	70
Houghton	3	93	24	6	17	41	15	89	6	36	1	9	196	—	50	—	85	80	75
Huron	4	361	9	3	31	161	9	—	8	—	—	—	—	—	—	—	—	—	—
Ingham	4	309	13	4	38	138	7	29	23	99	3	15	224	e	70	—	85	80	80
Ionia	3	292	13	2	24	157	13	56	8	116	1	6	190	e	100	—	90	85	75
Iosco	3	57	7	1	3	28	6	9	1	11	1	1	60	e	29	—	90	85	75
Iron	4	41	3	—	2	14	—	3	3	14	1	3	42	e	5	—	90	85	75
Isabella	4	324	4	—	17	118	2	32	60	115	3	10	123	e	118	—	90	85	80
Jackson	5	516	14	4	39	172	11	54	21	128	2	7	224	e	50	—	85	80	80
Kalamazoo	4	203	45	1	43	140	10	65	5	129	—	4	197	—	75	—	90	80	75
Kalkaska	4	80	8	1	7	48	4	20	—	49	—	—	70	—	30	—	90	80	75
Kent	7	580	10	5	26	303	5	88	55	194	6	15	417	e	190	—	85	85	85
Keweenaw	2	17	4	—	—	3	4	—	1	7	1	1	7	—	7	—	90	85	75
Lake	4	37	6	1	6	29	6	7	—	19	—	5	65	—	50	—	90	85	80
Lapeer	3	342	4	3	37	182	3	70	9	160	—	8	245	—	100	—	90	80	75
Leelanau	4	87	22	1	3	42	12	9	5	11	—	—	59	—	65	—	90	80	75
Lenawee	6	428	60	2	31	219	60	41	45	67	—	17	309	e	150	—	85	75	75
Livingston	4	450	5	1	35	200	4	30	20	150	3	10	277	e	100	—	90	85	80
Luce	4	20	3	2	3	8	3	2	5	13	1	1	15	e	10	—	90	80	75
Mackinac	4	34	14	—	3	23	10	4	4	16	1	4	34	e	24	—	85	80	75
Macomb	4	343	6	6	46	138	3	42	5	53	4	8	305	e	150	—	85	80	75
Manistee	4	91	9	2	14	40	7	12	36	38	1	—	71	e	30	—	85	80	75
Marquette	4	99	3	—	20	38	17	13	14	37	3	27	200	e	180	—	85	80	75
Mason	4	145	3	—	18	94	3	28	1	58	—	11	127	—	122	—	90	85	75
Mecosta	4	328	109	5	27	114	19	41	200	296	—	—	165	e	125	—	85	80	75
Menominee	4	70	17	1	7	57	17	27	28	26	—	—	65	e	35	—	90	80	70
Midland	4	180	e	1	19	67	8	22	14	60	2	1	104	—	103	—	85	85	80
Missaukee	4	96	35	—	6	49	27	11	1	66	—	—	72	e	68	—	90	85	75
Monroe	4	264	e	1	4	98	8	22	43	87	—	4	e	e	210	—	90	75	65

TABLE XIII.

Condition of schools and school houses as reported by the county commissioners of schools for the school year ending July 1, 1896.

	No. of schools having uniform text-books in each branch					No. of schools having a prescribed course of study.		No. of schools properly classified.	No. of schools in which physiology, etc., is taught.	No. of districts that have adopted text-books in physiology.
									6,855	5,491
Alger	15	11	12	10	15	173	180	158	27	27
Allegan	167	170	170	150	175	173	180	158	18	15
Alpena	34	28	32	25	25	25	36	36	40	40
Antrim	65	66	60	63	1	64	3	68	71	60
Arenac	33	30	31	31	30	32	34	33	34	30
Baraga	5	13	13	13	14	15	15	15	15	15
Barry	146	136	119	87	102	140	5	146	146	140
Bay	65	55	49	51	1	65	2	35	60	60
Benzie	48	44	30	22	30	43	5	45	48	48
Berrien	150	132	120	118	140	146	150	146	150	150
Branch	127	75	75	75	10	112	127	85	127	127
Calhoun	162	156	53	45	140	150	162	140	162	150
Cass	114	104	55	67	8	90	114	114	114	114
Charlevoix	59	56	52	38	47	53	50	54	59	
Cheboygan	54	45	40	30		40	4	50	53	50
Chippewa	42	26	42	10		50	54	2	54	54
Clare	39	32	31	24	14	23	3	37	36	23
Clinton	129	125	75	50		129	129	100	129	129
Crawford	22	18	17	17	22	20	1	10	22	22
Delta	30	28	31	24	20	42	26	22	25	20
Dickinson	6	12	14	10	12	13	16	16	14	16
Eaton	140	117	75	83		144	144	140	144	
Emmet	56	51	47	20	49	31	2	47	69	54
Genesee	208	160	145	75	100	140	125	140	161	161
Gladwin	23	25	28	23	24	23	21	20	25	23
Gogebic	11	11	11	11	11		11	11	11	11
Grand Traverse	69	65	50	50	2	50	60	65	69	60
Gratiot	130	104	76	65	11	130	130	100	130	
Hillsdale	166	150	134	140	75	143	166	150	166	166
Houghton	26	32	32	25	39	23	17	25	24	14
Huron	113	84	101	79	7	81	113	40	100	100
Ingham		78	67	67		180		120	120	
Ionia	143	108	96	90	12	80	90	70	143	143
Iosco	23	22	21	22	1	20	27	10	27	20
Iron	8	11	20	9	21	11	7	7	24	8
Isabella	102	80	80	75	5	75	104	80	104	104
Jackson	223	122	125	132	25	143	154	141	152	156
Kalamazoo	137	131	127	129	13	129		117	132	89
Kalkaska	51	47	45	40	48	49	51	38	47	45
Kent	200	200	185	175	36	175	36	175	180	200
Keweenaw	10	11	5	10		10		6	12	
Lake	43	40	40	40	34		3	41	45	45
Lapeer	134	110	110	105	25	90	120	96	85	75
Leelanau	57	46	29	18	5	47	4	47	57	

STATISTICAL TABLES

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TABLE XIII.—CONCLUDED.

Counties.	No. of districts visited by the commissioner during the year.	No. of schools supplied with dictionaries.	No. of schools supplied with maps.	No. of schools supplied with globes.	No. of school houses properly heated and ventilated.	No. of schools having uniform text-books in each branch.	No. of schools having				
Lenawee	189	125	125	80		140	180	150	150		
Livingston	135	100	85	80	20	95	185	110	120		
Lucas	9	9	9	9	9	8	8	3	9		9
Mackinac	25	24	35	28	16	20	10	10	25		14
Macomb	112	100	100	100	100	100	112	112	112		112
Manistee	80	56	60	58	40	60	80	2	60		40
Marquette	38	42	40	40		30	42	40			42
Mason	61	58	58	52	50	59	61	56	61		54
Mecosta	101	80	85	85	6	30	100	45	101		101
Menominee	48	41	43	43	2	47	46	43	48		
Midland	67	58	70	85	50	55		60	60		60
Missaukee	53	49	51	51		45	45	28	50		50
Monroe	140	125	120	110	4	188	185	135	138		140
Montcalm	136	122	120	120	75	130	136	125	136		136
Montmorency	21	11	14	14		12	2	15	14		20
Muskegon	98	86	87	80	4	80	80	93	94		94
Newaygo	111	86	68	78	8	101	75	80	111		100
Oakland	175	150	100	150		100	215	200	215		215
Oceana	86	86	80	80	3	86	84	84	86		86
Ogemaw	40	33	31	30		25	5	36	41		36
Ontonagon	24	20	18	10	16	22	18	18	24		15
Oscoda	92	88	77	78	2	84	71	80	86		42
Oscoda	17	14	14	8	13	13	22	22	22		
Otsego	37	40	37	28	1	32	3	25	39		39
Ottawa	120	114	97	80	60	91	119	95	90		100
Presque Isle	32	20	28	29	15	20	6	32	32		32
Roscommon	9	6	10	7	1	6	1	7	20		9
Saginaw	152	109	106	111	20	145	4	153	154		154
St. Clair											
St. Joseph	124	110	96	70	10	114	124	112	124		208
Sanilac	142	93	120	57	100	110	43	43	141		141
Schoolcraft	25	20	17	11	4	28	38	37	40		25
Shiawassee	124	85	50	25			124	115	124		
Tuscola	145	122	130	120	100	125	145	140	145		135
Van Buren	153	143	119	117	100	125	145	140	153		153
Washtenaw	168	150	125	90	125	150	168	168	168		10
Wayne	150	137	140	111	129	114	40	114	120		100
Wexford	74	74	74	74		70	74	74	74		74

* Data taken from 1895 report.

TABLE XIV.

Miscellaneous statistics as reported by the county commissioners of schools for the year ending July 1, 1896.

Counties.	No. of meetings of county teachers' associations.	No. of meetings of township teachers' associations.	No. of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Amount of compensation received by members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.
Totals	261	531	935	\$3,567 27	\$15,155 26	\$66,875 00	\$11,132 31
Alcona	2		4	\$40 00	\$64 00	\$300 00	\$10 00
Alger			9	200 00	e 76 00	300 00	8 00
Allegan	5	15	19		276 00	1,350 00	244 50
Alpena			32	150 00	250 00	550 00	42 00
Antrim	2	2	12	94 05	120 00	700 00	98 00
Arenac	3		11	e 28 00	84 00	300 00	26 00
Baraga	1	9	10	38 17	76 00	300 00	14 00
Barry	4	6	4	188 09	222 00	1,200 00	273 00
Bay	4		15	275 00	208 00	1,000 00	194 00
Benzie	3		14	105 00	85 00	500 00	99 00
Berrien		54	15	198 50	240 00	1,200 00	276 50
Branch	3	3	3	109 37	e 240 00	1,200 00	148 50
Calhoun	3		11	e 150 00	224 00	1,200 00	262 00
Cass	1	e 35	12	154 91		1,000 00	164 00
Charlevoix	1	6	12	48 00	130 00	600 00	62 50
Cheboygan	2		14	49 75	188 00	500 00	43 00
Chippewa	30		8	e 100 00	e 150 00	500 00	44 00
Clare	1		12	11 00	98 00	450 00	33 50
Clinton	2	3	24		196 00	1,200 00	171 50
Crawford		2	4	8 30	56 00	200 00	18 00
Delta			15	75 00	142 00	500 00	32 00
Dickinson	1			e 10 00	e 16 00	300 00	30 00
Eaton	3		11	200 00	246 00	1,400 00	244 00
Emmet	1		8	20 75	32 00	600 00	86 50
Genesee	2	12	10	123 23	369 00	1,200 00	260 00
Gladwin			6		e 64 00	300 00	24 50
Gogebic	10		2	e 75 00	16 00	450 00	26 00
Grand Traverse	2	3	15	25 00	120 00	850 00	86 00
Gratiot	2	6	12	132 83	216 00	1,200 00	193 50
Hillsdale	3	25	5	200 00		1,200 00	266 00
Houghton	2		4	52 19	128 00	1,090 00	132 00
Huron	3	5	4	148 51	308 76	1,000 00	219 50
Ingham	2	6	64	191 16	304 00	1,350 00	201 00
Ionia	3	15	5	200 00	298 00	1,200 00	192 14
Iosco	3	14	4	e 45 00	e 72 00	300 00	33 00
Iron	4	e 25	3	10 60	e 24 00	300 00	27 00
Isabella	2	5	8	200 00	306 00	1,000 00	146 50
Jackson	3	8	48	172 53	348 00	1,200 00	234 50
Kalamazoo	6	7	6	165 20	284 50	1,350 00	137 50
Kalkaska	3			85 00	e 90 00	500 00	37 00
Kent	35		48	e 125 00	792 00	1,500 00	654 97
Keweenaw			4	15 50	34 00	125 00	6 50
Lake			20	24 00	160 00	500 00	84 00
Lapeer	2	5	6	125 00	200 00	1,200 00	245 50
Leelanau	2		e 18	e 40 00	e 104 00	600 00	50 00

TABLE XIV.—CONCLUDED.

Counties.	No. of meetings of county teachers associations.	No. of meetings of township teachers' associations.	No. of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Amount of compensation received by members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.
Lenawee.....	2	12	6	\$175 00	\$360 00	\$1,200 00	\$304 00
Livingston.....	2	16	5	150 00	e 125 00	1,200 00	207 50
Luce.....	4	-----	12	31 84	96 00	250 00	14 00
Mackinac.....	-----	-----	25	120 00	160 00	400 00	12 00
Macomb.....	1	30	5	129 34	312 00	1,100 00	157 00
Manistee.....	3	-----	4	20 00	115 00	700 00	85 00
Marquette.....	1	9	16	e 30 00	128 00	1,000 00	115 00
Mason.....	2	-----	9	-----	196 00	500 00	132 00
Mecosta.....	-----	5	4	165 00	e 140 00	1,000 00	147 50
Menominee.....	5	-----	4	15 00	96 00	500 00	57 00
Midland.....	2	-----	3	173 65	241 00	500 00	101 00
Missaukee.....	3	5	11	21 00	88 00	550 00	40 50
Monroe.....	4	-----	13	200 00	144 00	1,200 00	142 00
Montcalm.....	2	20	5	114 45	125 00	1,200 00	245 00
Montmorency.....	2	1	8	40 00	64 00	300 00	22 50
Muskegon.....	3	-----	28	54 00	224 00	1,300 00	71 20
Newaygo.....	6	10	16	350 00	352 00	1,100 00	88 50
Oakland.....	2	50	9	200 00	571 00	1,200 00	267 50
Oceana.....	5	20	6	140 00	-----	850 00	77 50
Ogemaw.....	-----	-----	4	-----	80 00	400 00	41 00
Ontonagon.....	2	15	4	21 83	96 00	300 00	e 26 00
Osceola.....	2	4	12	99 24	188 00	750 00	108 00
Oscoda.....	-----	-----	8	24 48	64 00	250 00	14 00
Otsego.....	3	-----	20	165 00	160 00	350 00	59 00
Ottawa.....	14	-----	15	35 80	120 00	1,000 00	178 00
Presque Isle.....	4	-----	12	50 00	72 00	360 00	27 50
Rosecommon.....	-----	-----	12	e 10 00	96 00	200 00	12 50
Saginaw.....	2	-----	8	200 00	556 00	1,200 00	247 50
St. Joseph.....	1	35	5	e 190 00	e 200 00	1,200 00	e 200 00
Sanilac.....	6	2	4	120 00	428 00	1,200 00	498 00
Schoolcraft.....	-----	-----	9	e 75 00	100 00	500 00	34 00
Shiawassee.....	2	-----	4	132 00	325 00	1,200 00	222 50
Tuscola.....	4	-----	4	200 00	290 00	1,200 00	249 00
Van Buren.....	2	6	5	131 00	248 00	1,200 00	208 50
Washtenaw.....	3	20	8	175 00	316 00	1,500 00	207 00
Wayne.....	3	-----	24	200 00	544 00	1,500 00	603 00
Wexford.....	3	-----	20	200 00	80 00	750 00	78 50

e Data taken from 1895 report.

TABLE XV.

Showing the extent to which physiology was taught in the schools of the State during the year ending September 7, 1896, compiled from directors' reports.

Counties.	No. of districts in the county.	Number of districts reporting physiology taught.	Number of districts reporting physiology not taught.	Number of districts not reporting.	Counties.	No. of districts in the county.	Number of districts reporting physiology taught.	Number of districts reporting physiology not taught.	Number of districts not reporting.
Totals.....	7,177	5,652	875	1,007	Keweenaw.....	5	4	-----	1
Alcona.....	27	22	-----	8	Lake.....	46	34	2	5
Alger.....	7	7	-----	-----	Lapeer.....	136	105	9	22
Allegan.....	184	146	14	24	Leelanau.....	58	55	-----	2
Alpena.....	27	19	1	6	Lenawee.....	197	152	16	30
Antrim.....	72	55	2	14	Livingston.....	134	88	13	33
Arenac.....	34	28	2	4	Luce.....	4	3	-----	1
Baraga.....	4	4	-----	-----	Mackinac.....	20	19	-----	1
Barry.....	147	115	8	24	Macomb.....	112	87	3	15
Bay.....	63	48	1	7	Manistee.....	56	50	1	4
Benzie.....	48	44	-----	4	Marquette.....	19	15	-----	4
Berrien.....	149	117	3	17	Mason.....	60	51	2	7
Branch.....	129	100	5	24	Mecosta.....	101	87	1	18
Calhoun.....	164	146	5	13	Menominee.....	29	25	1	3
Cass.....	114	89	4	20	Midland.....	73	53	5	12
Charlevoix.....	67	51	7	9	Missaukee.....	50	39	2	9
Cheboygan.....	62	46	6	6	Monroe.....	139	106	10	22
Chippewa.....	44	29	2	11	Montcalm.....	137	103	8	25
Clare.....	47	42	3	6	Montmorency.....	8	8	-----	-----
Clinton.....	132	121	6	2	Muskegon.....	91	75	2	13
Crawford.....	34	24	2	6	Newaygo.....	113	92	4	16
Delta.....	31	23	4	4	Oakland.....	208	120	11	19
Dickinson.....	8	8	-----	2	Oceana.....	86	68	2	16
Eaton.....	147	109	12	27	Ogemaw.....	45	38	3	4
Emmet.....	68	51	4	12	Ontonagon.....	7	6	1	-----
Genesee.....	160	127	10	21	Osceola.....	93	85	2	5
Gladwin.....	32	18	6	9	Oscoda.....	25	18	1	3
Gogebic.....	7	6	-----	1	Otsego.....	41	33	2	5
Grand Traverse.....	68	54	4	5	Ottawa.....	122	100	3	18
Gratiot.....	130	101	8	21	Presque Isle.....	33	25	3	5
Hillsdale.....	166	147	4	16	Roscommon.....	15	10	4	1
Houghton.....	34	29	-----	5	Saginaw.....	157	139	5	10
Huron.....	113	87	8	19	St. Clair.....	151	122	6	24
Ingham.....	137	104	13	21	St. Joseph.....	124	86	13	26
Ionia.....	143	115	7	21	Sanilac.....	146	121	3	21
Iosco.....	26	16	4	3	Schoolcraft.....	15	13	1	2
Iron.....	8	8	-----	-----	Shiawassee.....	137	99	6	23
Isabella.....	102	82	4	15	Tuscola.....	145	129	3	13
Jackson.....	158	123	4	28	Van Buren.....	153	123	7	16
Kalamazoo.....	137	96	17	26	Washtenaw.....	167	109	13	45
Kalkaska.....	52	46	1	3	Wayne.....	155	124	11	20
Kent.....	207	164	13	29	Wexford.....	75	66	2	6

TABLE XVI.
Graded school statistics compiled from school inspector's reports for the year ending September 7, 1896.

Districts.	Counties.	No. of children be- tween 5 and 20 years.	Estimated valuation of school property.	Amount paid for superintendence and instruction.	Average monthly wages of teachers.		Total cost of school.	Total indebtedness.	No. of children that attended school dur- ing the year.	No. of days' school.	No. of teachers employed.		Aggregate No. of mos. taught by all teachers.		Total wages of teachers for the year.	
					Men.	Women.					Men.	Women.	Men.	Women.	Men.	Women.
Totals		399,581	\$13,271,861	\$2,707,536 24	\$74 00	\$39 31	\$4,659,179 45	\$2,080,416 34	281,435	119,118	897	5,062	8,187 48	411	\$805,834 76	\$1,902,903 09
Acme	Gd. Traverse	93	\$1,000	\$585 00	.....	\$32 50	\$863 44	\$59 45	70	180	.....	2	.....	18	.....	\$585 00
Ada	Kent	119	5,500	770 00	\$55 55	30 00	1,047 11	.....	118	180	1	1	9	9	\$500 00	270 00
Addleon	Lenawee	144	2,500	1,395 00	80 00	25 00	2,055 19	.....	189	180	1	3	9	27	720 00	675 00
Adrian	Lenawee	2,315	130,000	17,009 55	130 00	39 72	32,562 09	.....	1,898	195	3	83	30	330	3,900 00	13,109 55
Akron	Tuscola	155	1,000	730 00	45 00	28 00	911 06	.....	124	200	1	1	10	10	450 00	280 00
Alaska	Kent	103	2,000	360 00	40 00	.....	483 79	.....	69	180	1	.....	9	.....	360 00	.....
Alba	Antrim	104	4,000	1,215 00	70 00	32 50	1,493 58	.....	119	180	1	2	9	18	630 00	585 00
Aibion	Calhoun	1,378	65,000	9,863 25	147 36	38 73	14,005 65	9,000 00	1,150	182	1	23	10	218	1,400 00	8,463 25
Algonac	St. Clair	405	11,500	2,057 50	94 44	30 00	5,281 19	2,500 00	300	180	1	5	9	40	850 00	1,207 50
Allegan	Allegan	702	30,000	6,856 00	81 57	37 24	9,903 47	10,000 00	574	185	2	17	19	143	1,550 00	5,306 00
Allen	Hillsdale	113	6,000	896 00	55 55	22 00	1,124 71	.....	97	180	1	2	9	18	500 00	396 00
Allouez	Keweenaw	325	2,000	1,330 00	70 00	41 48	2,119 52	.....	266	200	1	3	3	27	210 00	1,120 00
Alma	Gratiot	508	20,000	4,525 00	70 00	34 72	6,566 62	10,400 00	502	200	2	9	20	90	1,400 00	3,125 00
Almont	Lapeer	304	14,000	2,330 00	61 92	32 44	3,605 65	.....	241	197	4	6	13	47	805 00	1,525 00
Alpena	Alpena	4,488	125,000	15,743 00	113 33	38 06	22,985 82	.....	1,921	200	3	82	30	320	3,400 00	12,343 00
Ann Arbor	Washtenaw	2,540	210,000	33,924 25	144 00	48 38	54,833 02	13,501 32	2,272	190	9	49	80	463	11,520 00	22,404 25
Applegate	Sanilac	158	700	360 00	45 00	.....	465 42	.....	123	160	1	.....	8	.....	360 00	.....
Armada	Macomb	223	10,000	1,807 00	58 88	29 37	2,509 49	1,000 00	190	150	2	3	18	26	1,080 00	747 00
Ashley	Gratiot	209	3,000	855 00	45 00	25 00	1,101 76	1,000 00	154	180	1	2	9	18	405 00	450 00
Athens	Calhoun	182	3,500	1,395 00	65 00	30 00	1,762 57	600 00	159	180	1	3	9	27	585 00	810 00
Atlantic Mine	Houghton	571	11,000	3,800 00	120 00	43 33	10,408 52	2,322 77	447	200	1	6	10	60	1,200 00	2,600 00
Attica	Lapeer	177	1,200	950 00	50 00	22 50	1,145 84	.....	139	200	1	2	10	20	500 00	450 00
Au Gres	Arenac	119	800	810 00	60 00	30 00	824 34	124 39	96	176	1	1	9	9	540 00	270 00
Augusta	Kalamazoo	158	6,000	1,623 00	83 33	32 33	2,028 76	.....	136	176	1	3	9	27	750 00	873 00
Au Sable	Iosco	751	7,000	4,035 63	55 00	36 69	4,986 85	.....	546	199	2	8	20	80	1,100 00	2,935 63
Bad Axe	Huron	472	15,000	2,975 00	80 00	31 09	5,757 11	12,000 00	272	200	1	7	10	70	800 00	2,175 00
Baldwin	Lake	130	2,000	850 00	50 00	35 00	1,009 13	.....	114	200	1	1	10	10	500 00	350 00
Bancroft	Shiawassee	153	6,000	1,690 00	70 00	30 00	2,381 45	959 87	218	196	1	4	10	33	700 00	980 00
Bangor	Van Buren	341	6,000	2,665 50	59 60	34 06	3,303 27	.....	368	190	2	5	19	45	1,132 50	1,533 00

TABLE XVI.—CONTINUED.

Districts.	Counties.	No. of children between 5 and 20 years.	Estimated valuation of school property.	Amount paid for superintendence and instruction.	Average monthly wages of teachers.		Total cost of school.	Total indebtedness.	No. of children that attended school during the year.	No. of days' school.	No. of teachers employed.		Aggregate No of mos. taught by all teachers.		Total wages of teachers for the year.	
					Men.	Women.					Men.	Women.	Men.	Women.	Men.	Women.
Bannister.....	Gratiot.....	78	\$1,200	\$356 00	440 00	\$32 77	\$713 31	-----	76	180	1	1	9	9	\$360 00	\$296 00
Baraga.....	Baraga.....	526	10,000	3,510 00	100 00	36 91	5,380 65	\$2,213 85	288	200	1	8	10	68	1,000 00	2,510 00
Baroda.....	Berrien.....	152	3,000	692 00	50 00	37 29	1,119 24	2,400 00	109	153	1	2	8	8	375 00	317 00
Bath.....	Clinton.....	104	2,000	780 00	41 42	25 00	938 87	-----	82	160	2	1	14	8	580 00	200 00
Battle Creek.....	Calhoun.....	3,884	227,000	31,929 00	106 66	43 52	63,284 29	33,227 75	2,914	200	3	66	30	680	3,200 00	28,729 00
Bay City.....	Bay.....	10,475	275,000	52,118 32	111 70	47 63	114,766 96	41,300 00	5,379	198	7	93	70	980	7,819 00	44,289 32
Bay Mills.....	Chippewa.....	507	1,250	1,909 88	56 84	31 14	2,775 42	641 02	238	180	3	4	19	35	1,080 00	1,080 00
Beacon.....	Marquette.....	590	12,200	6,655 50	111 76	52 83	8,935 68	-----	457	200	2	9	17	90	1,900 00	4,755 50
Bear Lake.....	Manistee.....	163	2,500	988 50	55 00	35 25	1,209 84	-----	130	180	1	2	9	14	495 00	495 50
Beaverdam.....	Ottawa.....	131	1,000	556 00	38 88	22 88	660 35	-----	101	180	1	1	9	9	350 00	206 00
Bedford.....	Calhoun.....	80	1,200	550 00	38 88	22 22	737 02	-----	47	178	1	1	9	9	350 00	200 00
Belding.....	Ionia.....	709	13,000	5,366 25	57 50	35 13	9,574 65	2,000 00	620	200	2	12	20	120	1,150 00	4,216 25
Bellaire.....	Antrim.....	311	7,000	1,880 00	60 00	30 10	2,499 54	3,000 00	257	180	1	5	9	45	540 00	1,340 00
Belleville.....	Wayne.....	186	10,000	1,190 00	65 00	27 00	1,641 77	-----	149	200	1	2	10	20	650 00	540 00
Bellevue.....	Eaton.....	248	5,000	1,710 00	68 00	30 00	2,173 87	-----	201	180	1	4	9	36	680 00	1,080 00
Benton Harbor.....	Berrien.....	1,416	62,000	11,970 66	110 26	39 62	24,229 45	19,000 00	1,392	140	2	28	18	252	1,984 96	9,965 70
Benton Tp. 5 frl.....	Berrien.....	190	3,000	940 00	50 00	30 00	1,398 60	650 00	127	179	1	2	8	18	400 00	540 00
Benzonia.....	Benzie.....	167	4,500	1,234 95	61 11	27 28	1,838 74	3,385 00	140	180	1	3	9	26	550 00	702 50
Berlramont.....	Van Buren.....	109	2,000	517 50	32 50	25 00	679 55	200 00	81	173	1	1	9	9	292 50	225 00
Berlin.....	Ottawa.....	122	1,400	745 25	55 00	30 00	930 99	-----	102	170	1	1	9	9	481 25	264 00
Berne.....	Huron.....	179	500	264 00	29 33	-----	336 78	-----	98	180	1	-----	9	-----	264 00	-----
Berrien Springs.....	Berrien.....	185	9,000	2,105 00	88 88	36 25	2,425 82	-----	163	180	1	4	9	36	900 00	1,305 00
Bessemer.....	Gogebic.....	674	27,300	6,463 00	126 31	50 36	10,727 91	19,500 00	639	190	1	11	10	104	1,200 00	5,283 00
Big Rapids.....	Mecosta.....	1,713	40,000	10,980 00	80 00	39 08	15,408 62	321 76	1,106	195	2	24	20	240	1,600 00	9,380 00
Bingham.....	Leelanau.....	106	1,200	400 00	50 00	-----	509 85	-----	63	159	1	-----	8	-----	400 00	-----
Birmingham.....	Oakland.....	368	12,000	3,447 50	100 00	35 47	4,300 37	-----	378	196	1	7	10	69	1,000 00	2,447 50
Black River.....	Alcona.....	244	400	1,305 00	40 00	35 83	1,808 76	-----	192	180	2	3	18	18	720 00	585 00
Blanchard.....	Isabella.....	81	700	626 00	-----	34 77	904 33	-----	60	180	-----	2	-----	15	-----	626 00
Blissfield Tp. 1 frl.....	Lenawee.....	192	5,000	1,730 00	75 00	32 66	2,066 58	-----	133	200	1	3	10	30	750 00	980 00
Blissfield Tp. 2 frl.....	Lenawee.....	221	4,500	1,750 00	75 00	33 33	2,231 46	-----	181	199	1	3	10	30	750 00	1,000 00
Bloomington.....	Van Buren.....	152	6,500	1,256 00	55 55	28 00	1,591 74	1,600 00	136	180	1	3	9	27	500 00	756 00
Boyer.....	Charlevoix.....	213	3,000	1,435 00	47 50	35 00	1,734 98	-----	192	180	2	2	18	18	856 00	630 00
Boyer Falls.....	Charlevoix.....	150	1,500	945 00	50 00	27 50	1,144 98	250 00	146	176	1	2	9	18	450 00	496 00
Breckenridge.....	Gratiot.....	146	3,000	675 00	45 00	30 00	1,045 91	2,500 00	124	180	1	1	9	9	405 00	270 00
Breedsville.....	Van Buren.....	95	1,000	612 00	40 00	28 00	668 17	-----	104	180	1	1	9	9	360 00	252 00

STATISTICAL TABLES.

Bridgeh'pton Tp. 1	108	500	297 00	33 00	472 70	70	179	1	9	297 00	480 00
Bridgeh'pton Tp. 2	116	200	425 00	43 50	546 98	97	200	1	10	425 00	297 00
Bridgeh'pt'n T. 5 fl.	102	600	252 00	28 00	828 56	72	180	1	9	252 00	1,175 00
Bridgeman	186	600	420 00	30 00	576 11	84	160	2	16	480 00	
Bridgeport	188	2,500	747 00	50 00	1,080 10	125	180	1	9	480 00	
Brighton	244	16,000	1,975 00	80 00	2,513 51	235	194	1	10	800 00	
Britton	103	3,000	720 00	50 00	919 24	97	180	1	9	450 00	270 00
Bronson	251	5,000	1,845 00	57 50	2,427 87	175	180	2	18	1,035 00	810 00
Brooklyn	192	5,000	1,900 00	46 25	2,602 78	167	200	2	20	925 00	975 00
Brown City	225	4,500	1,000 00	50 00	1,579 39	149	200	1	20	500 00	500 00
Buchanan	538	23,500	4,657 50	105 28	6,286 54	522	190	1	25	1,000 00	3,657 50
Buena Vista Tp. 5	119	800	400 00	40 00	587 29	66	200	1	10	400 00	400 00
Buena Vista Tp. 6	478	6,000	850 00	50 00	1,391 28	191	200	1	10	500 00	350 00
Burlington	132	1,300	749 00	40 00	929 16	108	179	1	9	380 00	389 00
Burnip's Corners	104	2,000	675 00	50 00	785 58	82	180	1	9	450 00	225 00
Burnside	131	1,000	581 00	45 00	636 37	110	180	1	9	403 00	176 00
Burr Oak	226	15,000	1,845 00	80 00	3,045 44	216	180	1	36	720 00	1,125 00
Byron	122	2,000	1,350 00	70 00	1,657 74	101	194	1	20	700 00	650 00
Byron Center	103	2,000	649 98	50 00	725 46	79	180	1	9	450 00	199 98
Cadillac	1,550	57,500	14,475 00	145 00	19,464 99	1,480	200	1	290	1,450 00	13,025 00
Caledonia	187	7,000	1,125 00	41 25	1,582 62	184	200	2	20	825 00	300 00
Calumet	5,435	15,000	39,110 61	125 00	64,159 84	3,300	200	3	59	3,700 00	35,410 61
Calumet Tp. 2	466	2,500	2,900 00	50 00	6,687 02	346	200	2	40	1,000 00	1,900 00
Cambria	76	2,000	675 00	50 00	738 76	58	180	1	9	450 00	225 00
Camden	103	3,000	540 00	35 00	758 87	67	180	1	9	315 00	225 00
Campbell's Corners	89	650	306 00	30 00	363 65	63	179	1	9	306 00	306 00
Cannonsburg	126	1,800	808 00	37 71	897 20	111	200	2	14	528 00	280 00
Capac	212	7,000	1,435 00	62 50	2,137 64	197	197	1	30	625 00	810 00
Carleton	146	2,000	930 00	50 00	1,063 33	130	200	1	20	500 00	490 00
Caro	585	30,000	4,950 00	70 00	7,056 40	436	200	2	11	1,400 00	3,550 00
Carrolton Tp. 1	431	10,000	1,920 00	75 00	2,364 93	278	200	1	10	750 00	1,170 00
Carrolton Tp. 2	287	2,400	800 00	50 00	1,183 84	96	200	1	10	500 00	300 00
Carson City	361	15,000	2,748 50	63 15	4,095 35	355	190	2	5	1,200 00	1,548 50
Carsonville	211	2,500	950 00	55 00	1,462 13	179	200	1	20	550 00	400 00
Caseville	245	5,000	1,225 00	62 50	1,540 92	189	200	1	20	625 00	600 00
Casnovia	119	2,500	1,200 00	60 00	1,476 87	85	198	1	20	600 00	600 00
Cass City	508	10,000	2,339 50	61 53	3,161 34	320	200	2	13	800 00	1,539 50
Cassopolis	410	21,000	4,036 00	110 52	6,067 79	409	190	1	10	1,050 00	2,986 00
Cedar River	82	1,600	520 00	37 14	1,005 45	77	200	2	14	520 00	520 00
Cedar Springs	317	20,000	2,971 26	84 21	3,743 81	260	189	1	10	900 00	2,171 26
Central Lake	258	6,000	890 00	50 00	7,174 96	214	176	1	7	350 00	540 00
Central Mine	121	7,000	1,280 00	75 00	2,034 53	92	169	1	9	675 00	585 00
Centreville	216	18,000	2,060 00	61 38	2,725 88	144	180	2	18	1,115 00	945 00
Ceresco	60	1,000	270 00	30 00	368 03	34	180	1	9	270 00	270 00
Charlevoix	565	19,500	4,095 00	100 00	10,804 06	515	180	1	9	900 00	3,195 00
Charlotte	1,001	40,000	11,589 34	83 93	15,659 40	994	196	3	29	2,455 09	9,184 25
Chase	172	1,500	850 00	42 50	954 39	124	196	2	20	450 00	850 00

TABLE XVI.—CONTINUED.

Districts.	Counties.	No. of children between 5 and 20 years.	Estimated valuation of school property.	Amount paid for superintendence and instruction.	Average monthly wages of teachers.		Total cost of school.	Total indebtedness.	No. of children that attended school during the year.	No. of days' school.	No. of teachers employed.		Aggregate No. of mos. taught by all teachers.		Total wages of teachers for the year.	
					Men.	Women.					Men.	Women.	Men.	Women.	Men.	Women.
Chassell.....	Houghton.....	194	\$4,500	\$1,390 00	\$60 00	\$42 50	\$1,860 93	\$1,200 00	154	200	1	2	9	20	\$540 00	\$850 00
Cheboygan.....	Cheboygan.....	2,457	50,000	10,357 00	70 00	39 77	28,979 74	38,000 00	1,491	200	4	19	40	190	2,800 00	7,557 00
Chelsea.....	Washtenaw.....	418	1,300	4,265 00	75 00	35 15	5,802 52	-----	334	200	1	10	10	100	750 00	3,515 00
Chesaning.....	Saginaw.....	344	10,000	2,408 00	55 50	28 30	3,545 77	-----	310	198	2	6	20	60	1,110 00	1,638 00
Chickaming Tp. 3.....	Berrien.....	102	500	355 20	29 60	-----	444 19	-----	79	160	3	-----	12	-----	355 20	-----
China Tp. 4.....	St. Clair.....	103	1,200	210 00	-----	24 22	537 52	325 00	61	180	-----	1	-----	9	-----	210 00
Chippewa Tp. 6.....	Mecosta.....	77	1,500	450 00	-----	25 00	514 85	-----	70	178	-----	2	-----	18	-----	450 00
Clare.....	Clare.....	549	20,000	3,255 50	85 00	30 06	4,812 72	14,000 00	454	200	1	8	10	80	850 00	2,405 50
Clarkston.....	Oakland.....	171	4,000	1,330 00	52 50	28 00	1,571 37	-----	142	200	2	1	20	10	1,050 00	280 00
Clarksville.....	Ionia.....	108	4,000	732 75	50 00	31 39	862 83	1,000 00	94	180	1	1	9	9	450 00	282 75
Clay Tp. 3.....	St. Clair.....	108	1,400	380 00	40 00	-----	453 20	-----	77	180	1	-----	9	-----	380 00	-----
Clayton.....	Lenawee.....	100	4,000	898 50	66 66	33 16	1,145 23	-----	59	180	1	4	9	9	600 00	288 50
Clifford.....	Lapeer.....	134	3,000	462 00	40 00	26 00	788 93	3,000 00	120	140	1	1	7	7	280 00	182 00
Climax.....	Kalamazoo.....	134	4,500	1,143 00	31 00	32 50	1,651 00	-----	111	180	2	3	18	18	558 00	585 00
Clinton.....	Lenawee.....	290	10,000	1,841 00	74 21	29 00	3,062 82	-----	256	187	1	5	10	39	700 00	1,141 00
Clio.....	Genesee.....	183	6,000	1,500 00	60 00	30 00	2,214 36	5,000 00	203	198	1	3	10	30	600 00	800 00
Coldwater.....	Branch.....	1,336	87,000	12,798 53	92 87	41 28	18,801 37	18,500 00	1,170	200	4	22	40	220	3,715 00	9,083 50
Coleman.....	Midland.....	428	11,000	2,450 00	60 00	30 83	3,353 06	8,500 00	390	195	1	6	10	60	600 00	1,850 00
Coloma.....	Berrien.....	226	6,000	1,383 00	46 38	30 72	2,110 50	3,500 00	203	180	2	4	18	18	835 00	553 00
Colon.....	St. Joseph.....	192	3,000	1,404 00	60 00	32 00	1,865 23	-----	152	180	1	3	9	27	540 00	864 00
Columbiaville.....	Lapeer.....	131	16,000	1,340 00	50 00	28 00	1,897 57	723 00	109	188	1	3	10	30	500 00	840 00
Commerce.....	Oakland.....	59	600	285 00	-----	31 66	243 12	-----	46	174	-----	1	-----	9	-----	285 00
Comstock.....	Kalamazoo.....	111	1,750	585 00	40 00	25 00	776 43	-----	71	180	1	1	9	9	360 00	225 00
Concord.....	Jackson.....	144	8,000	2,130 00	84 21	35 00	3,296 14	-----	112	190	1	4	10	38	800 00	1,330 00
Conklin.....	Ottawa.....	107	1,000	360 00	40 00	-----	627 74	-----	78	180	1	-----	9	-----	360 00	-----
Constantine.....	St. Joseph.....	272	25,000	3,550 00	60 00	37 00	4,564 18	-----	209	200	3	5	30	50	1,800 00	1,750 00
Coopersville.....	Ottawa.....	238	5,000	1,710 00	45 00	30 00	2,280 23	-----	201	190	2	3	19	29	855 00	855 00
Copemish.....	Manistee.....	130	1,200	847 75	50 00	17 38	1,164 24	400 00	120	200	1	2	10	20	500 00	347 75
Coral.....	Montcalm.....	169	3,000	675 00	45 00	30 00	771 69	-----	117	180	1	1	9	9	405 00	270 00
Corunna.....	Shiawassee.....	367	28,000	4,194 75	80 00	32 43	5,236 86	-----	274	200	2	8	20	80	1,600 00	2,594 75
Covert.....	Van Buren.....	156	2,000	927 00	50 00	26 50	1,117 31	-----	152	180	1	2	9	18	450 00	477 00
Croswell.....	Sanilac.....	339	7,000	2,098 50	80 00	30 63	3,603 40	4,000 00	331	180	1	5	9	45	720 00	1,878 50
Crystal.....	Montcalm.....	81	4,000	600 00	44 44	22 22	743 74	-----	61	180	1	1	9	9	400 00	200 00
Crystal Falls.....	Iron.....	59	18,000	6,600 00	130 00	53 00	9,884 92	12,000 00	460	200	1	10	10	100	1,300 00	5,300 00
Custer.....	Mason.....	175	2,000	648 00	42 00	30 00	770 29	-----	115	180	1	1	9	9	378 00	270 00

STATISTICAL TABLES.

Danaville	102	4,000	1,440 00	60 00	28 00	2,118 84	.....	102	200	1	3	10	30	600 00	840 00
Davison	213	10,000	1,476 50	50 00	30 51	2,119 28	5,000 00	227	199	1	5	10	32	500 00	976 50
Dearborn	354	21,000	1,900 00	70 00	30 00	3,174 41	9,000 00	239	200	1	4	10	40	700 00	1,200 00
Deatur	388	15,000	3,086 50	102 56	35 68	4,012 73	.....	377	195	1	6	10	59	1,000 00	2,088 50
Deckerille	257	3,500	950 00	50 00	27 50	1,709 56	.....	196	200	1	2	8	20	400 00	550 00
Deerfield	203	6,000	1,441 00	61 11	24 80	2,143 81	500 00	187	175	1	5	9	36	550 00	891 00
Delaware Mine	32	1,000	585 95	.....	26 63	785 40	.....	32	160	.....	3	22	.....	.....	585 95
Detour	328	2,500	850 00	50 00	33 38	1,183 22	900 00	160	200	1	2	10	15	500 00	500 00
Detroit	78,524	2,388,196	504,781 87	180 88	65 78	1,024,024 50	.....	46,313	200	31	706	310	7,060	40,575 00	464,208 87
De Wit	115	5,000	750 00	50 00	33 33	961 09	.....	88	180	1	1	9	9	450 00	300 00
Dexter	238	4,000	2,760 00	100 00	29 33	4,173 82	12,000 00	256	200	1	6	10	60	1,000 00	1,760 00
Dimondale	106	2,200	765 00	55 00	30 00	1,174 75	.....	90	180	1	1	9	9	495 00	270 00
Dollar Bay	252	6,000	2,500 00	90 00	53 33	4,226 63	.....	172	199	1	3	10	30	900 00	1,600 00
Dorr	124	800	585 00	40 00	26 00	717 98	.....	106	177	1	1	9	9	360 00	225 00
Douglas	159	3,000	1,305 00	66 66	31 75	1,629 13	.....	114	180	1	3	9	22	600 00	705 00
Dowagiac	992	50,000	8,725 00	150 00	38 02	11,632 94	13,000 00	1,057	194	1	19	10	190	1,500 00	7,225 00
Dryden	168	4,000	1,034 50	58 45	22 50	1,161 80	.....	134	200	3	2	10	20	584 50	450 00
Dundee	400	25,000	3,277 50	67 50	27 62	3,798 25	3,000 00	372	200	2	8	20	70	1,350 00	1,927 50
Durand	340	12,500	2,050 00	55 00	31 66	3,403 87	6,850 00	290	200	2	3	20	30	1,100 00	960 00
East Jordan	328	5,000	2,340 00	70 00	31 66	3,921 38	4,500 00	281	180	1	7	9	51	630 00	1,710 00
East Lake	504	4,000	2,021 25	65 00	41 86	3,604 21	.....	350	200	1	4	10	33	650 00	1,371 25
East Tawas	688	5,300	4,200 00	111 11	39 50	5,397 15	.....	638	180	1	9	9	81	1,000 00	3,200 00
Eaton Rapids	580	25,000	5,845 00	97 43	33 93	7,854 41	.....	520	195	2	12	20	116	1,900 00	3,945 00
Eau Claire	125	2,000	711 75	49 08	30 00	839 47	.....	102	180	3	1	9	9	441 75	270 00
Ecorse	311	6,800	1,500 00	55 00	31 66	2,061 97	1,150 00	265	200	1	3	10	30	550 00	950 00
Ecorse Tp. 4	533	14,000	2,323 25	60 00	29 13	3,759 65	11,400 00	395	180	1	7	10	59	600 00	1,728 25
Edenville	146	500	405 00	.....	45 00	550 98	800 00	90	180	.....	1	.....	9	.....	405 00
Edmore	324	3,500	1,800 00	60 00	30 00	2,312 28	.....	227	200	1	4	10	40	600 00	1,200 00
Edwardsburg	119	3,000	1,395 00	60 00	31 66	1,714 39	.....	104	180	1	3	9	27	540 00	855 00
Elk Rapids	410	21,300	4,770 00	105 28	40 32	7,172 42	12,000 00	379	180	1	10	9	94	1,000 00	3,770 00
Elkton	227	1,500	750 00	45 00	30 00	1,206 74	500 00	155	200	1	1	10	10	450 00	300 00
Elk Tp. 2	162	300	630 00	45 00	25 00	654 01	.....	146	172	1	1	9	9	405 00	225 00
Ellsworth	74	1,500	560 00	40 00	30 00	798 62	1,100 00	68	160	1	1	8	8	320 00	240 00
Elm Hall	127	2,000	555 00	40 00	25 00	764 03	.....	84	180	1	1	9	9	360 00	225 00
Elmira	159	1,000	1,012 50	50 00	31 25	1,247 07	.....	127	175	1	2	9	18	450 00	562 50
Elsie	229	2,500	1,395 00	50 00	26 25	1,628 29	.....	221	180	1	4	9	36	450 00	945 00
Empire	169	2,000	585 00	.....	32 50	818 71	.....	93	180	.....	2	.....	18	.....	585 00
Erie	195	3,500	580 00	45 00	25 00	913 66	50 00	165	180	1	1	9	9	405 00	225 00
Escanaba	2,406	74,000	13,949 46	160 00	53 69	30,687 04	24,936 75	961	200	1	23	10	230	1,600 00	12,349 46
Essexville	645	7,000	1,849 00	70 00	39 96	2,492 24	300 00	227	200	1	3	10	30	700 00	1,199 00
Eureka	73	1,200	450 00	33 75	20 00	511 50	.....	79	180	2	1	8	9	270 00	180 00
Evart	499	8,000	4,190 00	.....	41 90	7,211 09	3,000 00	513	200	.....	12	.....	100	.....	4,190 00
Farlington	123	5,000	1,075 00	65 00	21 25	1,400 96	.....	100	200	1	2	10	20	650 00	425 00
Farwell	254	4,500	1,325 00	55 55	30 74	1,632 22	.....	177	180	1	3	9	27	500 00	825 00
Fennville	205	5,000	1,141 50	47 64	29 66	1,772 10	1,500 00	148	177	2	2	13	18	607 50	594 00
Fenton	571	50,000	5,970 00	92 50	37 45	9,217 83	.....	546	192	2	11	20	110	1,850 00	4,120 00

DEPARTMENT OF PUBLIC INSTRUCTION.

TABLE XVI.—CONTINUED.

Districts.	Counties.	No. of children between 5 and 20 years.	Estimated valuation of school property.	Amount paid for superintendence and instruction.	Average monthly wages of teachers.		Total cost of school.	Total indebtedness.	No. of children that attended school during the year.	No. of days' school.	No. of teachers employed.		Aggregate No. of mos. taught by all teachers.		Total wages of teachers for the year.	
					Men.	Women.					Men.	Women.	Men.	Women.	Men.	Women.
Ferrysburg	Ottawa	173	\$1,500	\$330 00	\$45 00	\$25 00	\$338 17	-----	120	190	1	1	9	9	\$405 00	\$225 00
Fife Lake	G'd Traverse	169	4,000	865 00	41 11	27 50	1,251 40	-----	111	180	1	1	9	18	370 00	495 00
Filer City	Manistee	285	5,500	1,350 00	55 00	40 00	2,483 83	\$1,600 00	148	200	1	1	10	20	550 00	800 00
Filer Tp. 4	Manistee	423	2,500	975 00	50 00	31 66	2,339 69	1,231 50	132	200	1	1	10	15	500 00	475 00
Fillmore Tp. 1	Allegan	146	2,000	585 00	40 00	25 00	720 31	-----	113	180	1	1	9	9	360 00	225 00
Fillmore Tp. 2	Allegan	181	2,700	730 00	45 00	28 00	842 67	-----	130	200	1	1	10	10	450 00	280 00
Fillmore Tp. 3	Allegan	128	800	414 00	32 00	21 11	525 49	-----	100	180	1	1	7	9	224 00	190 00
Fillmore Tp. 4	Allegan	141	1,200	455 75	-----	27 62	590 28	-----	100	180	-----	-----	-----	-----	-----	455 75
Fillmore Tp. 5 frl.	Allegan	122	1,000	324 45	-----	36 05	411 58	-----	76	177	-----	-----	-----	-----	-----	324 45
Flat Rock	Wayne	278	12,000	1,713 26	73 82	24 37	2,179 92	-----	189	197	1	6	10	40	738 26	975 00
Flint	Genesee	2,562	150,000	22,579 50	92 50	39 41	34,067 11	17,400 00	2,110	192	4	48	40	479	3,700 00	18,879 50
Flushing	Genesee	238	9,000	2,525 00	90 00	32 50	4,835 43	-----	175	195	1	5	10	50	900 00	1,625 00
Ford River	Delta	257	3,000	1,000 00	-----	50 00	1,328 71	26 87	163	200	-----	2	-----	20	-----	1,000 00
Forest Grove	Ottawa	114	1,500	437 00	43 00	20 00	704 19	-----	89	180	1	1	9	5	387 00	100 00
Forestville	Sanilac	152	1,200	452 00	50 00	28 00	598 84	-----	84	180	1	1	4	9	200 00	252 00
Fostoria	Tuscola	145	3,600	800 00	45 00	17 50	880 13	-----	116	199	1	2	10	20	450 00	360 00
Fowler	Clinton	111	1,800	720 00	50 00	30 00	884 46	-----	39	180	1	1	9	9	450 00	270 00
Fowlerville	Livingston	327	10,000	2,640 00	80 00	30 66	4,197 35	1,000 00	271	200	1	6	10	60	800 00	1,840 00
Frankenmuth	Saginaw	368	180	1,075 00	67 18	-----	1,207 97	-----	151	160	2	-----	16	-----	1,075 00	-----
Frankfort	Benzie	521	30,000	4,334 75	67 50	35 84	9,251 26	28,000 00	386	200	2	9	20	83	1,350 00	3,984 75
Franklin Tp. 1	Houghton	237	3,000	1,650 00	75 00	45 00	2,355 25	-----	166	197	1	2	10	20	750 00	900 00
Franklin Tp. 2	Houghton	253	4,000	1,700 00	80 00	45 00	2,833 19	-----	152	200	1	2	10	20	800 00	900 00
Franklin Tp. 5	Houghton	294	2,000	1,865 00	75 00	37 16	2,427 92	-----	210	198	1	3	10	30	750 00	1,115 00
Freeland	Saginaw	117	2,000	750 00	45 00	30 00	853 57	-----	98	200	1	1	10	10	450 00	300 00
Freeport	Barry	163	3,000	767 75	40 00	25 48	1,582 53	1,925 00	142	180	1	2	9	16	360 00	407 75
Freesoil	Mason	138	1,500	675 00	37 50	-----	903 33	-----	126	180	2	-----	18	-----	675 00	-----
Fremont	Newaygo	441	10,000	2,730 00	49 00	35 00	3,771 15	-----	386	200	2	5	20	50	960 00	1,750 00
Frontier	Hillsdale	107	3,500	810 00	45 00	22 50	1,280 85	2,000 00	107	180	1	2	9	18	405 00	405 00
Fruitport	Muskegon	136	2,500	800 00	50 00	30 00	881 80	-----	91	200	2	1	10	10	500 00	300 00
Fulton	Kalamazoo	94	1,500	490 00	31 50	23 80	571 14	-----	93	200	1	2	8	10	252 00	238 00
Gaines	Genesee	95	5,000	1,845 00	70 00	32 25	1,786 24	-----	133	200	1	2	10	20	700 00	645 00
Galesburg	Kalamazoo	169	10,000	2,177 00	72 94	24 00	2,648 82	-----	162	180	2	4	18	36	1,313 00	864 00
Gallen	Berrien	207	4,000	1,505 00	72 22	31 66	1,754 94	-----	207	180	1	3	9	27	650 00	855 00
Garden	Delta	303	3,000	1,299 25	55 25	40 00	1,479 22	204 64	208	180	2	1	17	9	889 25	360 00
Gaylord	Otsego	273	10,000	1,845 00	70 00	38 75	2,843 88	8,300 00	94	179	1	4	9	36	630 00	1,215 00

Gilard.....	Branch.....	54	3,000	545 00	40 00	25 00	766 15	490 00	44	180	1	1	9	9	360 00	225 00
Gladstone.....	Delta.....	642	20,000	4,198 00	113 50	40 97	7,806 37	15,890 00	515	200	1	8	10	75	1,125 00	3,073 00
Gladwin.....	Gladwin.....	243	8,000	1,875 00	52 50	33 75	2,185 03	.....	260	200	1	4	10	40	525 00	1,360 00
Gobleville.....	Van Buren.....	194	8,800	1,699 96	56 26	31 57	1,923 78	29 04	200	186	2	2	19	19	1,069 00	600 00
Goodrich.....	Genesee.....	83	2,000	680 00	40 00	28 00	907 61	5 48	66	199	2	2	10	10	400 00	280 00
Gowen.....	Montcalm.....	63	2,000	360 00	40 00	.....	553 84	25 00	44	180	1	.....	9	.....	360 00	.....
Grassbach.....	Allegan.....	151	1,200	471 00	.....	29 43	580 41	.....	113	160	.....	3	.....	16	.....	471 00
Grand Blanc.....	Genesee.....	105	2,500	800 00	45 00	35 00	1,025 98	700 00	106	195	1	1	10	10	450 00	350 00
Grand Haven.....	Ottawa.....	1,737	50,000	12,324 92	90 00	31 94	26,080 49	.....	1,310	196	3	27	30	270	2,700 00	9,624 92
Grand Junction.....	Van Buren.....	124	3,500	700 00	42 22	26 66	1,188 42	865 00	133	172	1	2	9	12	380 00	320 00
Grand Marais.....	Alger.....	259	4,000	1,550 00	75 00	40 00	6,622 78	5,500 00	146	196	1	2	10	20	750 00	800 00
Grand Ledge Tp. 9.....	Eaton.....	283	12,000	2,625 00	80 00	36 50	3,841 90	.....	329	200	1	5	10	50	800 00	1,825 00
G'd Ledge Tp. 11 frl.....	Eaton.....	274	7,000	1,875 00	51 56	35 00	2,539 62	.....	229	195	2	3	16	30	825 00	1,050 00
Grand Rapids.....	Kent.....	25,040	1,190,028	180,826 61	113 13	52 13	277,065 78	330,000 00	15,044	193	18	326	180	3,260	20,365 13	169,961 48
Grandville.....	Kent.....	236	10,000	1,573 50	64 35	31 00	2,089 46	750 80	163	186	1	3	10	30	643 50	830 00
Grant Tp. 6 frl.....	Oceana.....	102	1,500	450 00	.....	25 00	1,152 50	289 44	83	180	.....	2	.....	18	.....	450 00
Grass Lake.....	Jackson.....	190	10,000	2,046 50	23 21	33 75	2,707 94	.....	151	230	4	4	30	40	696 50	1,350 00
Grattan.....	Kent.....	99	1,500	765 00	50 00	35 00	904 74	.....	82	180	1	1	9	9	450 00	315 00
Grayling.....	Crawford.....	400	12,000	3,600 00	100 00	38 57	5,039 87	500 00	325	200	1	7	10	70	1,000 00	2,600 00
Greenville.....	Montcalm.....	892	43,000	8,140 00	90 00	36 86	10,641 62	.....	773	186	2	20	20	172	1,800 00	6,340 00
Grindstone City.....	Huron.....	303	2,000	1,250 00	60 00	32 50	1,594 63	95 00	216	199	1	2	10	20	600 00	650 00
Grosse Isle.....	Wayne.....	260	6,000	1,300 00	.....	43 83	3,144 06	895 00	124	190	.....	3	.....	30	.....	1,300 00
Hadley.....	Lapeer.....	104	2,900	877 00	35 53	26 52	1,249 20	.....	78	190	2	1	17	10	605 00	272 00
Hamilton.....	Allegan.....	102	1,500	558 50	50 00	25 00	707 04	141 50	81	180	1	1	9	7	450 00	175 00
Hamtramck Tp. 4.....	Wayne.....	106	2,500	300 00	.....	80 00	518 29	.....	45	200	.....	1	.....	10	.....	300 00
Hamtramck Tp. 8.....	Wayne.....	287	2,500	825 00	50 00	32 50	1,376 42	.....	110	200	1	1	10	10	500 00	325 00
Hancock.....	Houghton.....	1,359	48,000	9,275 00	140 00	43 31	15,345 09	23,000 00	985	200	2	15	20	150	2,500 00	6,475 00
Hanover.....	Jackson.....	148	6,000	1,520 00	60 00	30 66	1,827 50	.....	121	190	1	3	10	30	600 00	920 00
Harbor Springs.....	Emmet.....	412	5,000	2,023 00	65 00	32 68	3,165 34	1,700 00	222	180	1	5	9	44	585 00	1,438 00
Harrietta.....	Wexford.....	120	2,000	675 00	40 00	35 00	1,454 48	.....	118	180	1	1	9	9	360 00	315 00
Harrison.....	Clare.....	195	3,500	1,470 00	53 50	29 02	1,853 36	.....	194	190	2	3	15	23	802 50	667 50
Harrisville.....	Alcona.....	214	2,000	1,615 00	70 00	35 00	1,876 69	300 00	153	180	1	3	9	27	630 00	945 00
Hart.....	Oceana.....	350	15,000	2,599 92	64 84	33 07	3,907 61	4,800 00	284	180	2	6	16	47	1,053 67	1,546 25
Hartford.....	Van Buren.....	354	4,000	2,424 55	85 00	35 30	3,198 46	.....	308	178	1	7	9	47	765 00	1,539 55
Hartland.....	Livingston.....	80	1,500	600 00	35 00	25 00	800 75	.....	80	200	1	1	10	10	350 00	250 00
Hastings.....	Barry.....	761	50,000	7,270 00	80 00	35 43	11,181 75	3,000 00	786	200	2	16	20	160	1,600 00	5,670 00
Hermansville.....	Menominee.....	348	5,400	1,390 00	50 00	31 78	6,156 92	3,500 00	229	187	1	3	10	28	500 00	890 00
Hersey.....	Osceola.....	140	3,500	1,200 00	60 00	30 00	1,460 95	.....	115	200	1	2	10	20	600 00	600 00
Hesperia.....	Newaygo.....	262	4,500	1,700 00	63 88	31 25	4,363 58	1,500 00	211	177	1	4	9	36	575 00	1,125 00
Highland Park.....	Wayne.....	147	12,000	1,867 75	75 00	39 23	3,093 31	6,000 00	133	200	1	3	10	29	750 00	1,137 75
Highland Station.....	Oakland.....	110	1,500	700 00	40 00	30 00	843 79	.....	94	200	1	1	10	10	400 00	300 00
Hillman.....	Montmorency.....	209	6,000	1,850 00	37 14	30 00	2,083 95	784 18	199	180	3	3	28	27	1,040 00	810 00
Hillsdale.....	Hillsdale.....	1,145	40,000	8,596 98	83 33	36 59	13,688 85	4,050 00	957	190	3	18	29	171	2,375 00	6,221 98
Holland.....	Ottawa.....	2,436	60,000	11,618 50	112 50	29 27	21,754 54	22,100 00	1,752	200	2	32	20	320	2,250 00	9,368 50
Holland Tp. 3.....	Ottawa.....	123	1,800	560 00	38 00	18 00	686 86	.....	107	200	1	1	10	10	380 00	180 00
Holland Tp. 4.....	Ottawa.....	104	1,500	350 00	.....	35 00	458 44	.....	62	200	.....	1	.....	10	.....	380 00
Holland Tp. 6 frl.....	Ottawa.....	156	1,000	395 00	35 00	15 00	596 31	360 00	118	200	1	1	10	3	350 00	45 00

TABLE XVI.—CONTINUED.

Districts.	Counties.	No. of children between 5 and 20 years.	Estimated valuation of school property.	Amount paid for superintendence and instruction.	Average monthly wages of teachers.		Total cost of school.	Total indebtedness.	No. of children that attended school during the year.	No. of days' school.	No. of teachers employed.		Aggregate No. of mos. taught by all teachers.		Total wages of teachers for the year.	
					Men.	Women.					Men.	Women.	Men.	Women.	Men.	Women.
Holland Tp. 11 fl.	Ottawa	101	\$600	\$400 00	\$40 00	—	\$170 46	—	59	200	1	—	10	—	\$400 00	—
Holland Tp. 9	Ottawa	141	2,000	555 20	—	—	802 34	\$550 00	93	200	—	2	—	20	—	\$555 20
Holly	Oakland	379	15,000	3,380 00	100 00	84 14	4,141 64	—	344	200	1	7	10	70	1,000 00	2,390 00
Hollywood	Berrien	129	2,000	500 00	42 50	20 00	1,045 85	1,400 00	102	160	1	1	8	8	340 00	160 00
Holt	Ingham	130	2,800	810 00	40 00	25 00	980 65	100 00	118	177	1	2	9	18	360 00	450 00
Holton	Muskegon	107	1,800	489 00	29 33	25 00	613 37	300 00	91	180	1	1	9	9	264 00	225 00
Home Tp. 2	Newaygo	64	300	495 00	55 00	—	516 65	—	88	180	1	—	9	—	495 00	—
Homer	Calhoun	308	15,000	2,825 00	—	35 31	4,184 80	8,000 00	326	200	—	8	—	80	—	2,825 00
Hopkins Station	Allegan	113	1,500	930 00	50 00	26 66	1,071 08	—	94	180	1	3	9	18	450 00	480 00
Horton	Jackson	83	4,000	1,028 00	60 00	27 00	1,227 98	—	62	180	1	2	9	18	540 00	486 00
Houghton	Houghton	969	40,500	7,725 00	91 66	43 35	11,828 67	—	497	200	3	12	80	115	2,750 00	4,975 00
Howard City	Montcalm	452	5,500	2,991 38	91 63	33 68	4,374 98	250 00	411	186	2	7	10	63	869 50	2,121 88
Howell	Livingston	607	35,000	6,520 00	85 00	32 13	9,480 05	—	627	200	2	15	20	150	1,700 00	4,820 00
Hubbardston	Ionla	168	4,000	1,075 00	65 00	21 30	1,321 85	—	105	179	1	3	9	23	585 00	490 00
Hudson	Lenawee	368	17,000	4,015 50	104 26	31 74	6,871 35	3,900 76	320	190	1	10	10	96	1,000 00	3,015 50
Hudson Tp. 5	Lenawee	243	7,000	2,256 00	105 55	29 02	3,014 20	500 00	234	178	1	5	9	45	950 00	1,306 00
Hudsonville	Ottawa	125	2,000	675 00	45 00	30 00	868 94	200 00	103	176	1	1	9	9	405 00	270 00
Humboldt	Marquette	56	3,000	400 00	—	40 00	850 86	—	41	200	—	1	—	10	—	400 00
Hume Tp. 1	Huron	102	800	400 00	40 00	—	524 29	—	81	200	1	—	10	—	400 00	—
Ida	Monroe	124	1,500	585 00	40 00	25 00	749 30	—	101	180	1	1	9	9	360 00	225 00
Imlay City	Lapeer	542	15,000	3,250 00	100 00	32 14	4,318 93	2,000 00	337	200	1	7	10	70	1,000 00	2,250 00
Ionla	Ionla	1,369	60,000	18,240 00	90 00	44 00	17,501 56	—	1,414	200	2	26	20	260	1,800 00	11,440 00
Iron Mountain	Dickinson	2,657	100,000	18,167 50	95 00	52 13	37,501 24	85,000 00	1,908	200	2	32	20	312	1,900 00	16,267 50
Iron River	Iron	361	2,000	4,200 00	75 00	46 61	7,643 75	3,150 00	281	170	1	8	10	74	750 00	3,450 00
Ironwood	Gogebic	2,367	75,000	17,728 75	110 00	50 08	44,105 51	17,000 00	1,555	200	2	31	20	810	2,200 00	15,528 75
Ishpeming	Marquette	3,708	120,000	23,682 50	165 00	40 89	72,076 80	38,500 00	2,490	200	2	53	15	521	2,375 00	21,307 50
Ithaca	Gratiot	611	30,000	4,925 00	110 00	34 77	7,003 49	8,400 00	528	195	1	12	10	110	1,100 00	3,825 00
Jackson No. 1	Jackson	3,218	125,000	28,122 56	123 00	49 49	87,027 17	14,000 00	2,983	192	5	45	50	448	6,150 00	21,972 56
Jackson No. 17	Jackson	2,715	100,000	15,047 50	106 68	37 02	23,186 40	28,000 00	1,715	193	3	32	30	320	3,200 00	11,847 50
Jamestown	Ottawa	150	2,000	630 00	45 00	25 00	885 19	—	120	178	1	1	9	9	405 00	225 00
Jasper	Lenawee	112	2,500	652 50	47 50	25 00	798 87	—	99	180	1	1	9	9	427 50	225 00
Jenninga	Missaukee	148	1,000	832 50	50 00	35 00	1,265 80	59 70	117	200	1	1	10	10	500 00	382 50
Jonesville	Hillsdale	366	30,000	3,255 00	100 00	37 58	5,628 86	1,550 00	244	200	1	8	10	60	1,000 00	2,255 00
Kalamazoo	Kalamazoo	5,314	310,000	38,414 00	143 35	43 18	81,244 01	5,000 00	3,634	188	3	79	30	790	4,300 00	34,114 00
Kalkaska	Kalkaska	336	9,000	3,100 00	64 87	44 72	4,481 51	1,315 00	348	180	2	6	14	49	906 30	2,191 70

STATISTICAL TABLES.

Kendall.....	79	3,000	423 00	50 00	29 10	718 38	.....	67	180	.....	2	.....	14	.....	422 00
Kent City.....	166	3,175	975 00	50 00	29 16	1,185 41	.....	148	180	.....	2	.....	18	450 00	525 00
Kingale.....	201	3,500	789 00	50 00	25 09	1,426 46	1,500 00	156	160	.....	2	.....	16	400 00	389 00
Kingston.....	150	1,200	585 00	40 00	25 00	705 74	.....	122	175	.....	1	.....	9	360 00	225 00
Kintner.....	94	1,700	264 00	40 00	29 33	321 56	.....	65	175	.....	1	.....	9	.....	264 00
Kochville.....	184	1,600	560 00	40 00	30 00	691 78	.....	78	156	.....	1	.....	8	320 00	240 00
Lacota.....	103	2,500	594 00	40 00	26 00	753 73	.....	79	174	.....	1	.....	9	360 00	284 00
Lalngsburg.....	201	5,000	1,550 00	65 00	30 00	1,894 53	.....	218	200	.....	3	.....	30	650 00	900 00
Lake Ann.....	201	4,000	1,265 00	52 50	31 75	1,946 40	1,000 00	144	180	.....	3	.....	20	630 00	635 00
Lake City.....	230	4,500	2,025 00	60 00	33 00	2,546 50	3,000 00	242	180	.....	5	.....	45	540 00	1,445 00
Lake Linden.....	2,163	30,000	12,799 50	165 00	37 73	20,523 70	.....	1,850	198	.....	31	.....	296	1,650 00	11,149 50
Lake Odessa.....	279	10,000	2,230 00	77 77	28 86	3,300 16	6,080 00	294	178	.....	6	.....	53	700 00	1,530 00
Lakeview.....	376	2,400	2,375 00	70 00	30 00	3,353 59	.....	385	190	.....	6	.....	57	685 00	1,710 00
Lambertville.....	89	1,500	498 50	.....	27 69	654 08	5 50	76	180	.....	2	.....	18	.....	498 50
Lamont.....	87	1,000	630 00	45 00	25 00	833 59	.....	67	180	.....	1	.....	9	405 00	225 00
L'Anse.....	544	7,000	4,700 00	97 50	45 83	6,288 19	.....	361	196	.....	6	.....	60	1,950 00	2,750 00
Lansing.....	4,151	159,000	32,530 00	102 50	42 43	53,263 89	44,000 00	3,157	191	.....	67	.....	670	4,100 00	28,430 00
Lapeer.....	794	38,000	6,471 25	81 50	34 58	9,127 34	.....	729	198	.....	14	.....	140	1,680 00	4,841 25
Laporte.....	147	1,350	623 30	.....	34 62	804 40	8 65	95	180	.....	3	.....	18	.....	623 30
Lawrence.....	176	8,000	2,028 00	83 33	35 50	2,535 88	.....	165	180	.....	4	.....	36	750 00	1,278 00
Lawton.....	263	12,000	1,689 00	65 78	28 00	2,276 97	.....	228	186	.....	4	.....	38	625 00	1,064 00
Leaton.....	118	1,400	456 00	34 00	25 00	641 17	700 00	76	180	.....	1	.....	6	306 00	150 00
Leitch.....	117	800	350 00	35 00	.....	428 27	.....	109	200	.....	.....	.....	.....	350 00	.....
Leonard.....	125	3,500	869 00	44 00	20 26	1,160 49	2,500 00	95	187	.....	2	.....	19	484 00	385 00
Le Roy.....	201	5,000	1,350 00	60 00	30 00	1,773 09	2,100 00	188	180	.....	3	.....	27	540 00	810 00
Leslie.....	308	9,000	2,750 00	95 00	36 00	3,487 07	.....	299	194	.....	7	.....	50	950 00	1,800 00
Lewiston.....	177	3,000	1,430 00	60 00	31 92	2,298 14	300 00	123	200	.....	3	.....	26	600 00	830 00
Lexington.....	281	10,000	2,000 00	80 00	30 00	2,852 11	2,000 00	197	200	.....	4	.....	40	800 00	1,200 00
Linden.....	177	4,000	1,300 00	70 00	30 00	1,652 82	.....	156	200	.....	2	.....	20	700 00	600 00
Lisbon.....	139	1,000	810 00	68 00	30 00	937 28	.....	114	180	.....	1	.....	9	540 00	270 00
Litchfield.....	165	9,000	1,621 00	48 05	28 00	2,480 27	1,123 00	110	176	.....	4	.....	27	865 00	756 00
Long Rapids.....	424	3,000	1,800 00	30 00	30 78	2,249 94	.....	204	143	.....	7	.....	38	630 00	1,170 00
Lowell.....	663	14,850	4,400 00	46 33	33 44	6,156 98	.....	479	200	.....	9	.....	90	1,390 00	3,010 00
Lucas.....	140	1,000	630 00	40 00	30 00	743 71	.....	100	180	.....	1	.....	9	360 00	270 00
Ludington.....	2,714	100,000	19,335 00	75 00	40 08	27,618 97	20,000 00	1,893	196	.....	5	.....	400	3,300 00	16,085 00
Luther.....	322	5,000	1,789 50	75 55	30 38	2,408 11	.....	312	200	.....	5	.....	39	604 50	1,185 00
Lyons.....	189	4,000	1,518 00	66 66	34 00	2,012 70	.....	144	178	.....	3	.....	27	600 00	918 00
McBrides.....	186	250	1,140 00	60 00	30 00	1,427 25	.....	119	190	.....	2	.....	19	570 00	570 00
McMillan.....	226	3,850	3,070 00	63 75	41 81	6,885 47	4,567 51	213	155	.....	4	.....	37	1,530 00	1,540 00
Mackinac.....	197	2,500	1,160 00	75 00	35 00	1,717 84	.....	171	157	.....	2	.....	16	600 00	560 00
Mackinaw City.....	194	5,000	1,170 00	60 00	35 00	1,742 93	1,400 00	131	180	.....	2	.....	18	540 00	630 00
Mancelona.....	503	9,445	2,962 50	75 00	31 12	3,809 83	.....	482	178	.....	10	.....	74	675 00	2,287 50
Manchester.....	335	2,500	3,200 00	100 00	31 41	4,087 40	.....	396	196	.....	7	.....	70	1,000 00	2,200 00
Manistee.....	4,909	100,000	28,557 17	75 42	41 91	55,773 82	31,750 00	3,621	200	.....	53	.....	530	5,280 00	23,277 17
Manistique.....	898	20,750	9,772 50	95 00	50 13	15,452 35	5,000 00	668	200	.....	16	.....	157	1,900 00	7,872 50
Manton.....	307	10,000	2,205 00	70 00	35 00	2,977 98	1,300 00	213	180	.....	5	.....	45	630 00	1,575 00
Maple Rapids.....	191	2,914	1,550 00	65 00	30 00	1,835 16	.....	170	200	.....	3	.....	30	650 00	900 00

TABLE XVI.—CONTINUED.

Districts.	Counties.	No. of children between 5 and 20 years.	Estimated valuation of school property.	Amount paid for superintendence and instruction.	Average monthly wages of teachers.		Total cost of school.	Total indebtedness.	No. of children that attended school during the year.	No. of days' school.	No. of teachers employed.		Aggregate No. of mos. taught by all teachers.		Total wages of teachers for the year.	
					Men.	Women.					Men.	Women.			Men.	Women.
Marcellus	Cass	282	\$12,000	\$2,080 00	\$98 66	\$32 44	\$3,303 36	\$1,000 00	280	180	1	5	9	45	\$800 00	\$1,460 00
Marine City	St. Clair	1,172	32,000	4,736 00	70 00	33 36	13,468 86	9,449 64	590	200	2	10	20	100	1,400 00	3,336 00
Marion	Osceola	163	3,500	1,170 00	40 00	30 00	2,114 20	3,180 00	202	180	1	3	9	27	360 00	810 00
Marlette	Sanilac	342	15,000	2,240 00	85 00	32 32	18,804 02	12,336 40	263	200	1	5	10	43	850 00	1,390 00
Marquette	Marquette	2,975	115,000	19,800 00	88 50	53 06	31,139 77	40,000 00	1,865	196	4	31	40	310	3,350 00	16,450 00
Marshall	Calhoun	1,268	100,000	10,160 00	101 66	33 85	12,719 97	-----	814	194	3	21	30	210	3,050 00	7,110 00
Martin	Allegan	131	4,800	1,170 00	70 00	30 00	1,535 10	1,800 00	90	180	1	2	9	18	630 00	540 00
Marysville	St. Clair	1 2	2,000	680 00	45 00	25 00	723 56	-----	96	180	1	1	9	9	406 00	225 00
Mason	Ingham	419	25,000	4,510 00	100 00	39 00	5,675 16	-----	501	195	1	10	10	90	1,000 00	3,510 00
Mattawan	Van Buren	87	5,000	475 00	-----	55 88	597 68	-----	61	170	-----	2	-----	9	-----	475 00
Mayville	Tuscola	271	10,000	1,500 00	45 00	30 00	2,753 73	7,300 00	237	198	2	2	20	20	900 00	600 00
Mears	Oceana	112	1,000	480 00	-----	30 00	617 56	-----	89	160	-----	2	-----	16	-----	480 00
Mecosta	Mecosta	216	2,000	1,039 50	58 00	28 72	2,120 96	400 00	185	180	1	2	9	18	522 00	517 50
Mellen Tp. 1	Menominee	374	2,800	1,170 00	40 00	33 75	1,509 64	-----	240	150	1	3	9	24	360 00	810 00
Memphis	Macomb	209	5,000	1,275 00	52 50	25 00	1,746 77	80 00	157	192	1	3	10	30	525 00	750 00
Mendon	St. Joseph	207	6,000	2,110 00	53 14	30 00	3,916 98	-----	196	180	3	3	27	18	1,570 00	540 00
Menominee	Menominee	3,769	156,000	27,613 02	108 12	46 57	42,916 79	75,000 00	2,686	196	4	50	40	500	4,325 00	23,288 02
Merrill	Saginaw	198	4,000	1,060 00	50 00	29 00	1,713 89	1,000 00	168	196	1	2	10	20	500 00	580 00
Metamora	Lapeer	136	3,500	1,089 00	65 00	28 00	1,367 12	-----	106	180	1	2	9	18	585 00	504 00
Michigan	Marquette	288	9,000	2,850 00	80 00	41 00	4,218 08	-----	229	185	1	5	10	50	800 00	2,050 00
Middleville	Barry	238	10,000	2,340 00	45 00	30 00	3,867 50	-----	247	197	3	4	30	33	1,850 00	990 00
Midland	Midland	600	38,000	5,300 00	90 00	36 66	6,988 03	-----	514	200	1	12	10	120	900 00	4,400 00
Milan	Washtenaw	283	4,000	2,178 00	66 66	31 01	3,454 86	3,000 00	206	180	1	7	9	48	700 00	1,473 00
Milford	Oakland	349	16,000	3,000 00	72 11	29 50	3,990 15	3,500 00	287	200	2	6	17	60	1,230 00	1,770 00
Millbrook	Mecosta	110	500	520 00	40 00	25 00	627 09	-----	91	160	1	1	8	8	320 00	200 00
Millburg	Berrien	119	2,000	555 00	45 00	30 00	675 95	-----	94	160	1	1	7	8	315 00	240 00
Millington	Tuscola	172	6,350	1,375 00	55 00	27 50	1,830 75	-----	135	200	1	3	10	30	550 00	825 00
Minden City	Sanilac	175	2,000	680 00	40 00	30 00	793 20	-----	144	180	1	1	9	9	360 00	270 00
Monitor Tp. 6 fri.	Bay	123	1,355	630 00	40 00	30 00	793 83	-----	82	180	1	1	9	9	360 00	270 00
Monroe	Monroe	2,018	37,000	7,609 92	83 33	34 99	9,557 41	-----	770	194	3	15	30	146	2,500 00	5,109 92
Montague	Muskegon	478	20,000	3,389 00	76 15	35 59	4,291 25	1,500 00	301	196	2	9	13	66	990 00	2,349 00
Montgomery	Hillsdale	101	1,000	573 00	39 66	24 00	702 30	321 00	88	180	1	2	9	9	357 00	216 00
Morenci	Lenawee	279	9,000	2,417 00	77 77	31 79	3,180 53	-----	221	180	1	8	9	54	700 00	1,717 00
Morley	Mecosta	156	4,000	1,067 50	45 00	30 00	1,376 45	260 00	120	190	1	2	10	19	427 50	570 00
Morrice	Shiawassee	152	5,000	1,410 00	60 00	27 00	1,685 51	-----	120	200	1	3	10	30	600 00	810 00

Moscow.....	87	1,000	580 00	40 00	26 00	686 78	5 00	1,080	180	1	1	9	208	2,901 00	225 00
Mt. Clemens.....	1,901	65,000	10,781 00	96 70	37 83	26,812 23	10,000 00	1,080	200	3	22	30	208	2,901 00	7,850 00
Mt. Morris.....	145	6,000	806 26	50 00	26 00	1,244 23	1,000 00	108	180	1	2	9	14	450 00	356 25
Mt. Pleasant.....	983	29,000	7,462 50	110 00	37 87	17,372 46	14,000 00	696	200	1	17	10	168	1,100 00	6,862 50
Muir.....	180	4,000	1,280 00	60 00	26 66	1,554 84	-----	165	176	1	3	9	27	540 00	720 00
Muskegon.....	6,474	400,000	42,715 51	109 47	42 01	76,445 16	47,500 00	5,028	180	5	94	48	888	5,200 00	37,515 51
Muskegon Heights.....	197	10,500	1,577 00	70 00	29 23	2,663 19	8,023 00	121	194	1	3	10	30	700 00	877 00
Munising.....	428	6,100	1,805 00	75 00	40 74	2,625 00	1,800 00	93	138	1	4	10	21	750 00	1,055 00
Nadeau.....	228	2,500	728 75	45 00	36 00	960 29	352 00	121	180	1	1	9	9	405 00	323 75
Napoleon.....	123	6,000	1,185 00	63 15	30 17	1,532 91	750 00	101	190	1	2	10	19	600 00	535 00
Nashville.....	318	12,000	3,280 00	70 00	29 84	4,431 17	235 21	360	196	2	7	20	63	1,400 00	1,890 00
National Mine.....	482	4,000	2,830 00	89 00	48 50	5,478 06	-----	321	196	1	4	10	40	890 00	1,940 00
Nauvau.....	162	2,300	950 00	55 00	40 00	1,219 81	-----	138	195	1	1	10	10	550 00	400 00
Negaunee.....	1,948	50,000	14,240 00	136 00	42 74	27,412 67	12,122 38	1,287	198	2	27	20	270	2,700 00	11,540 00
Nessen City.....	86	2,000	576 00	32 00	32 00	792 85	-----	64	180	1	3	3	15	96 00	480 00
Newaygo.....	397	5,000	2,740 00	-----	37 14	3,079 81	-----	285	200	-----	7	-----	70	-----	2,740 00
New Baltimore.....	270	20,000	1,200 00	60 00	30 00	2,067 31	-----	102	200	1	2	10	20	600 00	600 00
Newberry.....	408	10,000	5,250 00	76 66	42 11	7,845 13	3,000 00	430	200	3	7	30	70	2,300 00	2,850 00
New Boston.....	147	1,000	540 00	40 00	20 00	643 72	-----	128	180	1	1	9	9	360 00	180 00
New Buffalo.....	205	4,000	1,350 00	-----	37 50	1,855 90	-----	174	180	-----	4	-----	36	-----	1,350 00
New Era.....	103	1,000	360 00	-----	40 00	440 30	-----	99	180	-----	1	-----	9	-----	360 00
New Haven.....	161	1,500	945 00	50 00	27 50	1,151 19	-----	188	180	1	2	9	18	450 00	495 00
New Holland.....	185	1,000	750 00	50 00	25 00	911 81	-----	131	200	1	1	10	10	500 00	250 00
New Hudson.....	64	3,000	630 00	50 00	20 00	805 81	-----	50	180	1	1	9	9	450 00	180 00
New Troy.....	141	4,000	1,040 00	55 55	30 00	1,272 43	-----	128	174	1	2	9	18	500 00	540 00
Niles.....	1,184	50,000	9,922 50	90 78	36 28	13,855 80	600 00	1,010	190	5	19	35	186	3,177 50	6,745 00
North Adams.....	118	10,000	1,265 00	55 55	28 33	1,741 72	-----	92	180	1	3	9	27	500 00	765 00
North Branch.....	234	10,000	1,800 00	60 00	30 00	2,854 20	2,200 00	234	200	1	4	10	40	600 00	1,200 00
North Muskegon.....	198	13,000	1,252 50	40 00	27 56	2,888 21	6,825 35	190	180	1	4	9	36	360 00	992 50
Northport.....	280	2,500	1,030 00	44 44	36 00	1,387 84	200 00	191	177	1	2	9	18	400 00	630 00
Northville.....	428	20,000	3,368 75	110 00	32 41	4,459 09	-----	318	200	1	8	10	70	1,100 00	2,268 75
Norway.....	800	22,000	5,050 00	130 00	43 12	10,581 10	9,208 07	634	200	1	8	10	80	1,300 00	3,750 00
Nottawa.....	97	2,000	585 00	-----	32 50	786 93	-----	84	178	-----	2	-----	18	-----	535 00
Noordeloos.....	109	350	450 00	45 00	-----	546 89	-----	71	200	1	-----	10	-----	450 00	-----
Nunica.....	124	2,500	650 00	47 22	25 00	866 51	-----	102	180	1	1	9	9	425 00	225 00
Oakley.....	104	1,000	490 00	45 00	25 00	588 48	-----	78	140	1	1	7	7	315 00	175 00
Ogden Center.....	102	2,500	460 00	32 50	25 00	625 06	-----	76	160	3	1	8	8	290 00	200 00
Okemos.....	124	2,500	936 00	50 00	27 00	1,004 90	-----	102	180	1	2	9	18	450 00	436 00
Olivet.....	252	7,000	1,850 00	68 42	31 57	2,701 52	-----	214	186	1	4	10	38	650 00	1,200 00
Omer.....	123	1,700	400 00	50 00	-----	514 19	140 89	88	160	1	-----	8	-----	400 00	-----
Onakama.....	137	1,500	1,053 00	53 00	32 00	1,247 38	-----	133	176	1	2	9	18	477 00	576 00
Onondaga.....	93	500	657 00	45 00	28 00	799 65	-----	74	175	1	1	9	9	405 00	252 00
Ontonagon.....	639	9,000	7,338 00	125 00	46 79	9,244 64	11,881 15	487	114	1	16	10	130	1,250 00	6,038 00
Opechee.....	1,401	1,000	8,688 00	85 96	45 12	13,839 63	-----	321	195	4	17	31	138	2,665 00	6,023 00
Orion.....	220	10,000	1,860 00	41 00	28 00	2,823 72	5,000 00	167	200	2	2	20	20	820 00	560 00
Ortonville.....	147	3,000	1,070 00	60 00	31 33	1,236 24	-----	113	200	1	2	10	15	600 00	470 00
Oscoda.....	603	6,000	3,838 55	-----	38 38	5,299 11	-----	520	200	-----	10	-----	100	-----	3,838 55

TABLE XVI.—CONTINUED.

Districts.	(Counties.	No. of children be- tween 5 and 20 years.	Estimated valuation of school property.	Amount paid for superintendence and instruction.	Average monthly wages of teachers.		Total cost of school.	Total indebtedness.	No. of children that attended school dur- ing the year.	No. of days' school.	No. of teachers employed.		Aggregate No. of mos. taught by all teachers.		Total wages of teachers for the year.	
					Men.	Women.					Men.	Women.	Men.	Women.	Men.	Women.
Ossee.....	Hillsdale.....	80	\$2,500	\$492 00	\$35 00	\$26 50	\$812 97	\$30 22	67	160	1	1	8	8	\$280 00	\$212 00
Ossineke.....	Alpena.....	138	1,600	300 00	30 00	30 00	837 83	2,000 00	38	100	1	2	10	10	300 00	300 00
Otisco.....	Ionia.....	62	500	395 00	35 00	16 00	463 08	—	50	180	1	1	9	5	315 00	80 00
Otisville.....	Tenesees.....	197	2,000	850 00	45 00	25 00	1,172 40	—	170	200	1	2	10	20	450 00	500 00
Otsego.....	Allegan.....	552	1,300	3,846 00	100 00	83 10	5,417 40	—	503	180	1	11	9	89	900 00	2,946 00
Otter Lake.....	Lapeer.....	106	1,200	603 00	45 00	22 00	700 19	—	95	178	1	1	9	9	405 00	198 00
Overisel.....	Allegan.....	125	2,000	501 00	38 71	25 00	583 92	—	94	180	1	1	7	9	278 00	225 00
Ovid.....	Clinton.....	355	30,000	3,660 50	100 00	35 71	5,065 63	—	381	200	1	8	10	75	1,000 00	2,660 50
Owosso.....	Shiawassee.....	2,323	110,000	18,256 00	72 00	42 63	25,804 37	24,000 00	1,904	195	7	31	70	310	5,040 00	13,216 00
Oxford.....	Oakland.....	312	14,000	2,935 00	95 00	33 08	3,890 51	—	280	200	1	6	10	60	950 00	1,985 00
Palmer.....	Marquette.....	193	2,000	1,220 00	75 00	47 00	1,633 53	—	120	199	1	1	10	10	750 00	470 00
Palmyra.....	Lenawee.....	110	2,500	661 00	45 00	28 44	820 54	—	75	180	1	1	9	9	405 00	256 00
Palo.....	Ionia.....	118	4,000	950 00	45 00	25 00	1,693 68	500 00	98	200	1	2	10	20	450 00	500 00
Paris.....	Mecosta.....	77	1,500	450 00	50 00	—	551 95	—	54	180	1	—	9	—	450 00	—
Paris Tp. 1.....	Kent.....	81	12,000	775 00	52 50	25 00	845 76	117 98	92	200	1	1	10	10	525 00	250 00
Parma.....	Jackson.....	157	15,000	1,580 00	60 00	32 00	2,203 82	—	146	200	1	3	10	30	600 00	960 00
Paw Paw.....	Van Buren.....	335	40,000	3,880 00	80 00	38 00	5,713 14	—	300	197	2	6	20	60	1,600 00	2,280 00
Peck.....	Sanilac.....	161	800	670 00	45 00	22 00	753 75	—	136	200	1	1	10	10	450 00	220 00
Pentwater.....	Oceana.....	439	1,500	2,975 00	90 00	33 75	3,980 24	—	280	200	1	6	10	60	900 00	2,075 00
Perrinton.....	Charlot.....	110	1,500	672 00	45 00	29 68	786 13	—	91	176	1	2	9	9	405 00	267 00
Perry.....	Shiawassee.....	187	4,000	1,480 00	44 00	27 50	1,753 70	—	156	200	2	2	20	20	880 00	550 00
Petersburg.....	Monroe.....	219	9,000	1,490 00	53 55	27 50	1,741 52	—	179	177	1	4	9	36	500 00	990 00
Petoskey.....	Kemmet.....	1,331	32,000	9,585 00	136 84	42 27	24,655 49	21,958 66	789	190	1	22	10	196	1,300 00	8,265 00
Pewamo.....	Ionia.....	125	1,500	990 00	50 00	30 00	1,843 74	—	65	176	1	2	9	18	450 00	540 00
Pierson.....	Montcalm.....	142	1,500	675 00	45 00	30 00	963 29	—	140	180	1	1	9	9	405 00	270 00
Pinnebog.....	Huron.....	173	2,000	770 00	38 50	—	1,074 92	—	140	200	2	—	20	—	770 00	—
Pigeon.....	Huron.....	222	900	654 50	45 00	27 72	726 38	—	136	180	1	1	9	9	405 00	249 50
Pineckney.....	Livingston.....	156	6,000	1,650 00	52 50	30 00	2,219 68	2,000 00	149	200	2	2	20	20	1,050 00	600 00
Pineconning.....	Bay.....	476	3,000	2,190 00	55 00	36 33	2,765 40	1,677 45	331	194	2	3	20	30	1,100 00	1,080 00
Pittsford.....	Hillsdale.....	125	3,000	1,092 25	52 63	29 43	1,291 27	1,000 00	168	190	1	2	10	19	500 00	559 25
Plainwell.....	Allegan.....	369	12,000	3,663 50	100 00	35 70	4,619 28	—	399	190	1	8	10	76	950 00	2,713 50
Plymouth.....	Wayne.....	410	15,000	3,350 00	90 00	35 00	4,592 88	—	330	196	1	7	10	70	900 00	2,450 00
Pontiac.....	Oakland.....	1,590	110,000	13,104 00	125 00	39 27	29,181 57	16,800 00	1,334	197	2	27	20	270	2,500 00	10,604 00

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Portage Tp. 2.....	153	10,000	1,800 00	60 00	3,066 31	3,000 00	116	198	3	3	30	650 00	1,800 00
Post Austin.....	272	3,000	1,250 00	30 00	1,514 16	200 00	186	200	2	2	10	600 00	600 00
Port Hope.....	254	1,800	1,055 00	85 16	1,680 57	200 00	108	200	3	3	20	1,055 00	1,055 00
Port Huron.....	6,377	224,927	30,465 60	108 83	46,797 31	3,342	3,342	200	68	68	670	3,100 00	27,365 60
Portland.....	498	10,000	4,675 00	94 72	5,788 37	186	479	186	13	13	111	900 00	3,775 00
Pottersville.....	149	3,000	977 25	30 12	1,242 33	100 00	113	180	2	2	18	450 00	527 25
Powers.....	802	4,850	3,338 50	54 92	5,123 44	2,546 33	445	183	7	7	64	1,098 50	2,240 00
Prattville.....	111	1,600	560 00	45 00	853 66	500 00	70	160	1	1	8	360 00	200 00
Quincy.....	258	10,000	2,950 00	90 00	4,210 59	236	236	200	6	6	60	900 00	20 50
Quincy Tp. 1.....	476	8,000	2,991 00	100 00	5,200 09	289	289	200	5	5	50	1,000 00	1,991 00
Quinnesec.....	161	2,000	1,216 00	51 87	2,036 34	73	73	160	2	2	10	830 00	386 00
Ransom.....	71	1,400	459 50	33 61	1,080 60	500 00	60	180	1	1	9	302 50	157 00
Ravenna.....	161	2,800	1,060 50	50 00	1,801 50	650 00	132	200	2	2	20	500 00	560 50
Reading.....	277	10,000	2,577 00	105 26	3,419 78	207	207	190	5	5	47	1,000 00	1,577 00
Reed City.....	737	26,000	5,680 00	110 00	8,084 02	14,491 38	660	200	12	12	120	1,100 00	4,560 00
Reese.....	188	2,000	697 50	45 00	850 44	125	125	177	1	1	9	405 00	292 50
Republic.....	718	16,000	6,550 00	130 00	8,821 33	704	704	200	11	11	110	1,300 00	5,250 00
Richland.....	121	4,500	1,150 00	50 00	1,455 96	111	111	200	2	2	20	500 00	650 00
Richland Tp. 3.....	107	2,000	575 00	38 88	687 53	77	77	180	1	1	9	350 00	225 00
Richland Tp. 4.....	106	2,000	710 00	---	925 20	1,200 00	91	200	2	2	20	---	710 00
Richmond.....	217	8,000	1,660 00	73 91	1,996 62	211	211	180	3	3	27	850 00	810 00
Ridgeway.....	80	2,500	675 00	50 00	745 23	31 00	58	180	1	1	9	450 00	225 00
Riga.....	171	4,000	447 00	40 00	595 74	206	70	180	1	1	6	240 00	207 00
Riverside Tp. 1 frl.....	292	45,000	800 85	50 00	1,756 64	3,356 65	206	180	3	3	27	412 50	945 00
Rochester.....	318	12,000	2,000 00	80 00	2,889 83	1,000 00	286	200	4	4	40	800 00	1,200 00
Rockford.....	202	20,000	2,350 00	80 00	3,431 49	5,000 00	164	200	5	5	50	800 00	1,350 00
Rockland.....	156	5,500	2,000 00	100 00	2,937 79	3,000 00	116	200	2	2	20	-1,000 00	1,000 00
Rockwood.....	95	600	270 00	---	301 77	66	66	180	1	1	9	---	270 00
Rogers City.....	292	3,000	986 00	39 74	1,356 45	2,965 32	220	160	3	3	11	616 00	370 00
Romeo.....	461	27,400	4,125 00	150 00	5,547 79	434	434	198	8	8	75	1,500 00	2,625 00
Romulus.....	140	3,000	695 00	49 50	1,009 27	2,400 00	82	200	1	1	10	485 00	200 00
Roscommon.....	252	3,500	1,590 00	66 66	2,187 14	3,000 00	171	180	3	3	27	600 00	990 00
Rose City.....	99	3,000	630 00	40 00	2,013 03	2,500 00	70	180	1	1	9	380 00	270 00
Raxand Tp. 2.....	98	1,000	585 00	40 00	677 15	---	85	180	1	1	9	360 00	225 00
Royal Oak.....	206	3,000	800 00	45 00	918 46	---	123	197	1	1	10	450 00	350 00
Saginaw, E. S.....	9,006	390,722	71,451 00	141 88	98,476 14	498 56	8,776	191	142	142	1,420	14,188 50	57,262 50
Saginaw, W. S.....	6,021	235,094	36,790 71	91 42	54,803 49	45,000 00	3,713	200	78	78	780	6,400 00	30,380 71
St. Charles.....	274	7,000	1,610 00	70 00	1,982 02	---	223	200	3	3	30	700 00	910 00
St. Clair.....	921	35,000	6,050 00	100 00	12,040 32	7,052 66	663	198	14	14	140	1,000 00	5,050 00
St. Ignace.....	332	17,000	4,440 00	67 22	7,065 00	15,875 00	598	180	9	9	81	1,210 00	3,230 00
St. Johns.....	901	40,000	8,613 75	58 80	12,577 55	---	913	198	4	4	160	2,352 00	6,261 75
St. Joseph.....	1,336	50,000	9,683 75	167 56	14,964 49	---	974	183	23	23	199	1,550 00	8,133 75
St. Louis.....	629	30,000	4,627 50	100 00	6,978 47	14,700 00	643	200	11	11	110	1,000 00	3,627 50
Salem.....	66	900	525 00	45 00	615 49	---	53	180	1	1	6	405 00	120 00

TABLE XVI—CONTINUED.

Districts.	Counties.	No. of children between 5 and 20 years.	Estimated valuation of school property.	Amount paid for superintendence and instruction.	Average monthly wages of teachers.		Total cost of school.	Total indebtedness.	No. of children that attended school during the year.	No. of days' school.	No. of teachers employed.		Aggregate No. of mos. taught by all teachers.		Total wages of teachers for the year.	
					Men.	Women.					Men.	Women.	Men.	Women.	Men.	Women.
Saline.....	Washtenaw.....	249	\$25,000	\$2,430 00	\$75 00	\$33 60	\$3,853 60	.....	255	200	1	5	10	50	\$750 00	\$1,690 00
Sand Beach.....	Huron.....	413	6,000	2,975 00	80 00	31 09	3,987 44	9600 00	349	198	1	7	10	70	800 00	2,175 00
Sand Lake.....	Kent.....	128	2,500	1,080 00	61 11	25 50	1,188 51	.....	97	180	1	3	9	20	550 00	510 00
Sanilac Center.....	Sanilac.....	180	1,000	900 00	50 00	25 00	1,114 17	.....	138	150	1	2	9	18	450 00	450 00
Sanilac Tp. 2.....	Sanilac.....	110	1,500	360 00	40 00	.....	453 13	.....	74	180	1	.....	9	.....	360 00	.....
Sanilac Tp. 3.....	Sanilac.....	96	900	300 00	33 33	.....	408 10	26 76	63	179	1	.....	9	.....	300 00	.....
Sanilac Tp. 4.....	Sanilac.....	161	2,000	999 00	55 00	28 00	1,293 19	.....	116	180	1	2	9	18	495 00	504 00
Sanilac Tp. 8 flr.....	Sanilac.....	99	600	328 50	36 50	.....	422 31	.....	77	180	1	.....	9	.....	828 50	.....
Baranac.....	Ionia.....	285	8,000	2,362 50	66 50	34 32	3,320 12	.....	336	199	2	7	10	50	637 50	1,725 00
Saugatuck.....	Allegan.....	322	7,000	1,812 50	70 92	27 14	2,404 68	.....	260	180	2	4	14	31	957 50	855 00
Sault Ste. Marie.....	Chippewa.....	2,135	65,000	14,890 75	62 82	41 38	38,281 50	32,900 00	1,501	200	5	29	46	290	2,190 00	12,000 75
Schoolcraft.....	Kalamazoo.....	214	24,000	3,223 25	111 11	35 28	4,434 08	.....	230	140	1	7	9	63	1,000 00	2,223 25
Scotts.....	Kalamazoo.....	86	3,500	440 00	40 00	25 00	706 14	.....	71	160	1	1	6	8	240 00	200 00
Scottville.....	Mason.....	223	4,500	1,185 00	45 00	33 91	1,555 37	1,500 00	221	180	1	3	9	23	405 00	780 00
Sears.....	Osceola.....	128	2,000	520 00	35 00	30 00	710 75	1,500 00	121	160	1	1	8	8	280 00	240 00
Sebewaing.....	Huron.....	534	4,000	1,500 00	60 00	30 00	1,854 42	.....	281	200	1	3	10	30	600 00	900 00
Shaftsbury.....	Shiawassee.....	84	1,600	527 50	38 23	22 50	587 41	.....	65	180	1	1	9	9	325 00	202 50
Shelby.....	Oceana.....	343	6,000	2,610 00	80 00	34 43	3,715 81	.....	349	190	1	6	10	54	760 00	1,850 00
Shepherd.....	Isabella.....	175	2,000	1,400 00	50 00	30 00	1,865 26	102 00	72	200	1	3	10	30	500 00	900 00
Sheridan.....	Montcalm.....	187	2,000	1,040 00	55 55	30 00	1,289 02	.....	151	180	1	2	9	18	500 00	540 00
Sheridan Tp. 1.....	Newaygo.....	92	1,000	441 00	33 00	16 00	517 87	25 00	67	180	1	1	9	9	297 00	144 00
Sherman.....	Wexford.....	117	3,000	1,085 00	55 55	32 50	1,425 36	.....	112	176	1	2	9	18	500 00	585 00
Sherwood.....	Branch.....	136	3,000	1,035 00	55 00	30 00	2,872 52	.....	92	180	1	2	9	18	495 00	540 00
Smith's Creek.....	St. Clair.....	100	1,800	620 00	34 44	.....	757 04	.....	87	180	2	.....	18	.....	620 00	.....
Smyna.....	Ionia.....	79	2,500	698 00	39 80	50 00	904 29	.....	78	200	1	1	10	10	398 00	300 00
Soule.....	Huron.....	102	600	380 00	38 00	.....	456 60	.....	87	196	1	.....	10	.....	380 00	.....
South Arm.....	Charlevoix.....	149	3,300	920 00	50 00	32 50	1,120 96	2,000 00	130	157	1	2	8	16	400 00	520 00
South Blenden.....	Ottawa.....	125	1,600	486 25	34 02	20 00	581 98	200 00	92	180	1	1	9	9	308 25	180 00
South Boardman.....	Kalkaska.....	144	3,000	720 00	45 00	35 00	1,262 33	440 00	140	179	1	1	9	9	405 00	315 00
South Frankfort.....	Benzie.....	222	6,000	1,240 00	66 66	31 66	1,598 59	691 50	188	180	1	4	9	27	600 00	865 00
South Haven.....	Van Buren.....	792	15,000	4,415 00	105 26	30 22	6,884 45	4,000 00	660	190	1	11	10	112	1,000 00	3,415 00
South Lyon.....	Oakland.....	196	4,000	1,555 00	70 52	30 00	1,999 17	.....	189	190	1	3	10	28	700 00	865 00
Sparta.....	Kent.....	301	5,400	2,580 00	85 00	34 60	3,396 90	377	200	1	5	10	50	850 00	1,730 00

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Spring Lake	Ottawa	398	7,000	2,194 60	77 77	80 98	2,888 23	-----	387	180	1	6	9	49	700 00	1,494 60
Springport	Jackson	178	10,000	1,700 00	70 00	88 33	2,075 98	-----	188	200	1	3	10	30	700 00	1,000 00
Springwells Tp. 1.	Wayne	818	28,000	2,137 50	72 50	40 31	23,083 26	25,000 00	362	200	1	4	10	40	725 00	1,612 50
Springwells Tp. 2.	Wayne	903	40,000	3,932 25	100 00	40 72	34,668 26	35,000 00	428	200	1	8	10	72	1,000 00	2,982 25
Springwells Tp. 3.	Wayne	396	10,000	1,300 00	45 00	42 50	4,179 87	9,400 00	157	200	1	2	10	20	450 00	850 00
Springwells Tp. 4.	Wayne	927	15,000	2,450 00	70 00	35 00	5,922 50	9,800 00	509	200	1	5	10	50	700 00	1,750 00
Springwells Tp. 7.	Wayne	636	20,000	1,500 00	75 00	31 25	16,796 69	16,200 00	381	200	1	3	10	24	750 00	750 00
Springwells Tp. 4 frl	Wayne	117	2,000	400 00	-----	40 00	532 85	-----	37	200	-----	1	-----	10	400 00	400 00
Stambaugh	Iron	292	4,000	1,765 00	65 00	35 96	2,402 97	800 00	202	182	1	5	10	31	650 00	1,115 00
Standish	Arenac	417	10,000	2,112 50	70 00	31 74	2,822 44	5,500 00	325	200	1	5	10	45	700 00	1,412 50
Stanton	Montcalm	449	9,000	3,891 00	65 00	32 38	5,844 26	-----	417	200	2	8	20	80	1,300 00	2,591 00
Stanwood	Mecosta	113	1,500	693 00	45 00	32 00	1,076 76	800 00	92	180	1	1	9	9	405 00	288 00
Stephenson	Menominee	1,031	11,125	4,692 00	60 00	32 38	6,840 81	4,679 76	637	160	2	13	20	108	1,200 00	3,492 00
Sterling	Arenac	211	3,000	799 75	-----	34 77	1,255 64	907 00	153	180	-----	3	-----	23	-----	799 75
Stevensville	Berrien	226	4,000	972 50	55 00	35 00	1,388 22	3,400 00	188	160	1	2	8	16	412 50	560 00
Stockbridge	Ingham	184	5,000	1,560 00	45 00	33 00	2,219 52	2,200 00	142	197	2	2	20	20	900 00	660 00
Stronach	Manistee	189	2,500	810 00	50 00	40 00	3,904 98	149 50	122	179	1	1	9	9	450 00	360 00
Sturgis	St. Joseph	736	50,000	5,162 00	111 11	33 03	8,068 24	4,278 00	594	180	1	14	9	126	1,000 00	4,162 00
Summit City	G'd Traverse	94	1,500	310 00	-----	28 18	423 98	300 00	54	140	-----	2	-----	11	-----	310 00
Sumner	Gratiot	124	5,000	584 62	41 24	26 00	882 75	-----	116	180	1	1	9	9	350 62	294 00
Sunfield	Eaton	118	4,000	880 00	50 00	30 00	1,170 20	1,590 00	108	160	1	2	8	16	400 00	480 00
Sutton's Bay	Leelanau	194	5,000	680 00	50 00	35 00	872 49	-----	118	160	1	1	8	8	400 00	280 00
Swartz Creek	Genesee	74	2,000	540 00	35 00	25 00	540 00	-----	58	180	1	1	9	9	315 00	225 00
Tawas City	Iosco	514	4,000	2,350 00	47 50	35 00	3,000 16	-----	349	197	2	5	20	40	950 00	1,400 00
Tecumseh	Lenawee	553	26,000	5,850 00	126 31	34 96	8,123 83	-----	431	187	1	14	10	138	1,200 00	4,650 00
Tekonsha	Calhoun	203	6,500	1,410 00	66 66	30 00	1,735 72	2 55	176	168	1	3	9	27	600 00	810 00
Thompson	Schoolcraft	162	1,000	737 75	-----	40 98	1,059 48	-----	127	174	-----	2	-----	18	-----	737 75
Thornville	Lapeer	98	1,500	565 00	35 00	27 77	640 65	-----	70	179	1	1	9	9	315 00	250 00
Three Oaks	Berrien	414	5,100	2,420 00	61 94	36 25	3,446 47	-----	350	180	2	4	18	36	1,115 00	1,305 00
Three Rivers	St. Joseph	864	25,000	9,012 00	73 68	35 67	12,249 40	-----	781	195	4	17	40	170	2,947 50	6,084 50
Torch Lake Tp. 6.	Houghton	180	3,500	1,350 00	60 00	45 00	1,502 35	1,500 00	143	180	1	2	9	18	540 00	810 00
Traverse City	G'd Traverse	1,970	120,000	18,119 00	130 74	45 02	50,221 65	30,000 00	1,703	176	3	36	27	324	3,530 00	14,589 00
Trenton	Wayne	363	2,000	1,650 00	70 00	31 66	2,291 53	-----	262	200	1	3	10	30	700 00	950 00
Trufant	Montcalm	167	1,200	622 50	45 00	29 16	706 16	-----	107	180	1	1	8	9	360 00	262 50
Tuscola	Tuscola	127	500	680 00	55 55	20 00	794 05	-----	96	175	1	1	9	9	500 00	180 00
Tustin	Osceola	131	8,000	720 00	50 00	30 00	996 74	3,000 00	98	180	1	1	9	9	450 00	270 00
Ubyly	Huron	154	2,000	720 00	50 00	30 00	931 67	-----	131	180	1	1	9	9	450 00	270 00
Union City	Branch	385	25,000	4,015 00	60 00	35 18	6,096 51	-----	315	200	2	8	20	80	1,200 00	2,815 00
Unionville	Tuscola	206	2,500	1,030 00	50 00	26 50	1,267 14	-----	120	200	1	2	10	20	500 00	530 00
Utica	Macomb	381	10,000	2,350 00	57 50	30 00	3,741 00	-----	283	200	2	4	20	40	1,150 00	1,200 00
Vandalia	Cass	171	4,000	1,416 00	60 00	32 44	2,004 08	35 00	179	180	1	4	9	27	540 00	876 00
Vanderbilt	Otsego	142	3,000	968 00	38 50	30 00	1,289 73	200 00	103	178	2	1	18	9	698 00	270 00
Vassar	Tuscola	589	20,000	4,160 00	100 00	31 60	5,419 54	-----	461	200	1	10	10	100	1,000 00	3,160 00
Vermontville	Eaton	218	10,000	2,206 50	73 68	31 71	2,858 28	-----	202	190	1	5	10	47	700 00	1,506 50

DEPARTMENT OF PUBLIC INSTRUCTION.

TABLE XVI.—CONCLUDED.

Districts.	Counties.	No. of children between 5 and 20 years.	Estimated valuation of school property.	Amount paid for superintendence and instruction.	Average monthly wages of teachers.		Total cost of school.	Total indebtedness.	No. of children that attended school during the year.	No. of days' school.	No. of teachers employed.		Aggregate No. of mos. taught by all teachers.		Total wages of teachers for the year.	
					Men.	Women.					Men.	Women.			Men.	Women.
Vernon.....	Shiawassee.....	140	\$3,000	\$1,600 00	\$70 00	\$30 00	\$2,036 44	---	107	200	1	3	10	30	\$700 00	\$900 00
Vicksburg.....	Kalamazoo.....	248	6,000	2,669 75	94 44	33 69	3,634 96	---	237	180	1	6	9	54	850 00	1,819 75
Vriesland.....	Ottawa.....	158	2,500	680 00	48 00	20 00	833 55	---	121	200	1	1	10	10	480 00	200 00
Vulcan.....	Dickinson.....	361	6,950	2,600 00	80 00	45 00	5,235 75	\$1,500 00	259	193	1	4	10	40	800 00	1,800 00
Wacousta.....	Clinton.....	82	1,200	535 00	35 00	30 00	711 47	---	59	180	1	1	9	9	315 00	270 00
Wakefield.....	Gogebic.....	298	2,500	2,200 00	60 00	52 63	3,062 77	---	275	193	2	2	20	19	1,200 00	1,000 00
Waldron.....	Hillsdale.....	152	3,000	740 00	45 00	23 75	937 60	---	114	160	1	2	8	16	360 00	310 00
Walker Tp. 11.....	Kent.....	146	3,200	540 00	35 00	25 00	727 40	---	91	180	1	1	9	9	315 00	225 00
Warren.....	Macomb.....	147	2,000	630 00	---	35 00	755 99	---	94	180	---	2	---	18	---	630 00
Washington.....	Macomb.....	92	1,500	700 00	45 00	25 00	948 90	---	89	200	1	1	10	10	450 00	250 00
Washington Tp. 1.....	Sanilac.....	95	500	300 00	---	30 00	363 74	---	67	197	---	1	---	10	---	300 00
Washington Tp. 4.....	Sanilac.....	91	1,000	281 50	---	28 15	341 30	---	89	195	---	2	---	10	---	281 50
Waterford.....	Oakland.....	92	4,500	875 00	55 00	32 50	953 71	37 53	82	196	1	1	10	10	550 00	325 00
Watervliet.....	Berrien.....	249	6,000	1,575 00	70 00	35 00	2,588 19	2,000 00	206	180	1	3	9	27	630 00	945 00
Watrousville.....	Tuscola.....	106	2,300	585 00	40 00	25 00	719 21	---	106	180	1	1	9	9	360 00	225 00
Wayland.....	Allegan.....	145	500	1,395 00	52 50	25 00	1,776 77	---	115	180	2	2	18	18	945 00	450 00
Wayne.....	Wayne.....	381	25,000	2,696 25	80 00	31 60	3,491 42	---	301	200	1	6	10	60	800 00	1,896 25
Webberville.....	Ingham.....	163	1,200	808 25	40 08	24 86	991 95	---	131	180	2	3	9	18	360 75	447 50
Weldon Tp. 4 frl.....	Benzie.....	237	2,600	1,275 00	47 00	27 14	1,986 85	1,733 33	232	178	2	3	15	21	703 00	570 00
West Bay City.....	Bay.....	4,611	150,000	32,376 01	85 00	42 36	59,447 71	77,000 00	3,380	194	7	57	70	570	5,950 00	26,426 01
West Branch.....	Ogemaw.....	410	7,600	2,487 50	67 36	42 35	3,363 67	6,000 00	380	180	2	3	19	29	1,280 00	1,207 50
Weston.....	Lenawee.....	107	4,000	630 00	45 00	25 00	676 72	---	87	180	1	1	9	9	405 00	225 00
Wheeler.....	Gratiot.....	98	1,000	415 00	35 00	30 00	485 96	---	90	160	1	1	5	8	175 00	240 00
White Cloud.....	Newaygo.....	209	5,000	1,395 00	65 00	30 00	1,770 96	---	201	180	1	3	9	27	535 00	810 00
Whitehall.....	Muskegon.....	547	30,000	4,209 63	65 00	33 44	5,386 77	---	433	200	2	10	20	87	1,300 00	2,909 63
White Pigeon.....	St. Joseph.....	243	14,000	2,597 90	100 00	31 95	3,461 37	---	225	200	1	5	10	50	1,000 00	1,597 90
White Rock.....	Huron.....	63	1,200	320 00	20 00	---	391 95	---	55	160	1	---	8	---	320 00	---
Whittemore.....	Iosco.....	147	1,300	325 00	40 00	25 00	569 28	200 00	96	200	1	1	5	5	200 00	125 00
Williamsburg.....	Gd. Traverse.....	79	1,200	517 00	67 50	28 00	633 72	---	75	140	1	1	6	4	405 00	112 00
Williamston.....	Ingham.....	415	20,000	3,390 00	62 50	35 00	4,447 74	---	464	200	2	6	20	60	1,250 00	2,100 00
Wixom.....	Oakland.....	66	1,700	688 00	45 00	22 00	753 99	---	56	180	1	1	9	9	405 00	198 00
Wolverine.....	Cheboygan.....	185	3,000	974 99	56 03	39 22	1,369 89	1,000 00	139	145	1	2	7	15	406 25	563 74
Woodland.....	Barry.....	129	3,000	1,035 00	50 00	32 50	1,857 57	---	85	180	1	2	9	18	450 00	585 00

Woodville	Newaygo	63	900	270 00	30 00	25 00	311 24	-----	43	180	1	-----	9	270 00	-----	225 00
Worth	Arenac	228	2,000	540 00	85 00	25 00	707 91	-----	108	180	1	1	9	315 00	-----	225 00
Worth Tp. 12 frl.	Sanilac	87	1,000	315 00	35 00	-----	380 80	-----	67	180	1	-----	9	315 00	-----	-----
Wyandotte	Wayne	1,411	53,000	7,021 15	115 00	39 14	13,481 18	4,000 00	910	200	1	15	10	1,150 00	5,871 15	-----
Wyoming Tp. 7	Kent	163	4,000	750 00	40 00	35 00	1,233 61	3,000 00	148	196	1	1	10	400 00	350 00	-----
Wyoming Tp. 9	Kent	176	7,000	1,225 00	75 00	28 75	1,818 36	5,000 00	110	200	1	2	10	750 00	475 00	-----
Yale	St. Clair	381	11,000	2,150 00	75 00	28 00	4,113 32	4,530 00	356	185	1	5	10	750 00	1,400 00	-----
York	Washtenaw	118	4,500	630 00	40 00	30 00	1,022 80	200 00	82	178	1	1	9	360 00	270 00	-----
Ypsilanti	Washtenaw	1,597	60,000	11,666 88	172 83	45 77	17,305 74	8,000 00	1,067	185	2	20	19	3,197 50	8,469 25	-----
Zeeland	Ottawa	522	6,500	1,983 50	55 00	28 10	3,119 03	1,500 00	388	200	1	6	10	550 00	1,433 50	-----
Zeeland Tp. 4 frl.	Ottawa	138	2,000	540 00	43 00	17 00	713 44	-----	92	180	1	1	9	387 00	153 00	-----
Zilwaukee	Saginaw	362	5,000	1,550 00	65 00	30 00	1,792 01	-----	263	200	1	3	10	650 00	900 00	-----
Zutphen	Ottawa	154	1,000	580 00	38 00	20 00	749 12	-----	114	197	1	1	10	380 00	200 00	-----

TABLE

Miscellaneous statistics of city schools as reported

* Where a blank occurs in this table the item was not reported.

[VII.]

Superintendents for the school year 1895-6.



CONTINUED.

CONCLUDED.

STATISTICAL TABLES.

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Muskegon	2,000 00	22,550 81	1,188 00	42,215 51	37 45	6 76	24 21	10 64	4 78	16 46	6 76	18 24
Nearness	1,500 00	11,840 00	600 00	14,040 00	37 51	9 65	46 97	12 58	9 08	13 06	3 46	23 61
Niles	1,600 00	8,122 50	300 00	9,932 50	17 65	3 26	20 23	8 03	3 28	11 60	3 28	14 38
Owosso	1,700 00	16,556 00	500 00	18,256 00	19 83	3 15	23 97	10 57	3 15	11 19	3 15	14 34
Pontiac	1,500 00	11,004 00	500 00	13,004 00	23 29	4 59	27 88	11 04	4 59	11 71	4 59	16 30
Port Huron	1,500 00	23,965 60	1,000 00	30,465 60	23 50	5 73	29 23	10 86	5 73	10 69	5 73	16 43
Reynolds, E. S.	2,700 00	66,837 50	1,000 00	70,537 50						16 38	7 11	22 49
Saginaw, W. S.	2,100 00	32,920 11	2,150 00	37,200 11	37 77	4 34	33 11	12 50	4 34	12 72	4 34	17 06
St. Joseph	1,500 00	8,183 75	675 00	9,583 75	9 07	3 56	16 54	13 50	3 56	12 35	3 56	19 12
Sault Ste. Marie	1,800 00	12,883 00	810 00	14,883 00	23 00		26 56			10 04	3 56	13 00
Traverse City	1,800 00	15,549 00	2,225 00	18,119 00						14 00	5 33	19 33
West Bay City	1,500 00	28,651 01	2,225 00	32,376 01	33 20	10 96	47 16	12 20	10 96	13 12	10 96	24 08
Wyandotte	1,150 00	5,665 00	250 00	7,065 00	26 00	4 50	30 50	9 82	4 50	9 58	4 50	14 08
Ypsilanti	1,500 00	10,165 83		11,665 83						14 70	6 50	21 20
Cities having a population between 1,000 and 4,000, census of 1894.												
Algonac	900 00	1,448 00	250 00	2,348 00	27 13	14 35	41 47	11 60	14 35	6 61	42	7 08
Allegan	1,100 00	5,506 00	250 00	6,886 00	19 14	3 79	22 93	10 35	3 79	12 49	14 35	26 34
Alma	1,000 00	3,275 00	250 00	4,525 00						11 38	3 79	15 95
Atlantic Mine	1,200 00	2,600 00		3,800 00						7 13	3 24	14 62
An Sable	800 00	2,115 63	120 00	4,035 63	22 38	1 73	24 11	8 47	1 73	10 40	1 73	8 41
Bed Are	800 00	2,175 00		2,975 00							9 73	20 13
Baraga												
Belding	850 00	4,166 25	350 00	5,366 25						11 15	10 00	21 15
Bessemer	1,200 00	5,263 00		6,463 00	9 00	7 00	16 00			10 61	7 00	17 61
Blissfield	750 00	3,980 00		1,790 00	27 50	2 15	29 65	6 45	2 15	13 72	2 15	15 87
Buchanan	1,000 00	3,657 50		4,657 50						11 36	3 26	15 34
Caro	1,000 00	2,860 00		4,930 00						10 20	3 39	13 49
Carson City												
Cassopolis	1,050 00	2,986 00		4,086 00						12 57	9 11	21 68
Cedar Springs	800 00	2,186 00		2,986 00	23 66	2 63	26 29	7 45	2 63	10 15	2 63	12 78
Champion	1,650 00	5,085 50		6,655 50						16 13	6 37	24 50
Charlevoix	900 00	3,195 00		4,095 00	16 47	5 68	22 15	10 74	5 68	10 04	5 68	15 72
Chelsea	750 00	3,515 00	300 00	4,465 00						12 20	6 24	18 44
Cheesaning	750 00	2,053 00		3,806 00						8 59	3 13	15 02
Clare	850 00	2,405 50		3,265 50						7 63	3 67	11 36
Clinton	700 00	1,141 00		1,841 00	12 64	5 33	13 02	7 90	5 33	8 11	5 33	13 49
Coleman	600 00	1,860 00		2,450 00						8 69	6 33	16 02
Constantine	1,000 00	2,550 00		3,550 00						16 43	5 78	22 21
Corunna	1,100 00	3,100 00		4,200 00	31 37	3 80	35 17	21 27	3 80	13 33	3 80	17 13
Crystal Falls	1,300 00	4,700 00	600 00	6,000 00	18 35	6 56	25 41	6 94	6 56	17 65	6 56	24 21
Decatur	1,000 00	2,095 50		3,095 50	13 42	2 31	15 73	6 98	2 31	8 97	2 31	11 23
Dowagiac	1,500 00	6,975 00	350 00	8,725 00						9 23	13 33	23 26
Dundee	850 00	2,471 25		3,300 00						10 73	1 56	13 51
Eastlake	650 00	1,371 25		2,021 25	14 51	2 25	16 76	7 24	2 25	6 07	2 25	6 22
East Tawas	1,000 00	3,200 00		4,200 00	15 00	3 80	17 30	7 15	3 80	8 09	2 30	10 39
Eaton Rapids	1,900 00	3,945 00		5,845 00						13 57	4 58	16

STATISTICAL TABLES.

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Milford.....	960 00	2,050 00	2,000 00	18 44	2 91	21 27	6 75	3 91	9 04	6 97	3 91	11 28	11 67	2 91	14 25
Montague.....	900 00	2,349 00	2,350 00	90 00										2 24	14 29
Morenci.....	700 00	1,617 00	2,417 00	100 00										3 06	12 71
Mount Pleasant.....	1,100 00	6,353 50	7,453 50											8 36	19 80
Nashville.....	700 00	2,040 00	2,740 00											2 64	13 60
Newaygo.....	1,000 00	4,250 00	5,250 00											5 67	18 53
Newberry.....	1,100 00	2,268 75	3,368 75											2 10	13 06
Northville.....	1,200 00	2,750 00	5,050 00											3 42	11 56
Ontonagon.....	1,300 00	4,400 00	5,650 00											2 92	17 41
Owosso.....	800 00	2,033 55	2,833 55											3 16	11 43
Ozaukee.....	900 00	2,700 00	3,700 00	105 00										3 20	13 30
Ovid.....	1,000 00	2,600 50	3,600 50											4 49	16 08
Oxford.....	950 00	1,988 00	2,988 00											3 79	16 89
Paw Paw.....	1,200 00	2,650 00	3,850 00											6 11	19 04
Pentwater.....	900 00	2,075 00	2,975 00											2 30	13 32
Petokey.....	1,300 00	3,027 50	5,577 50	250 00										1 46	14 54
Pinconning.....	700 00	1,490 00	2,190 00											1 67	8 26
Plainwell.....	950 00	2,638 50	3,638 50	25 00										2 13	13 57
Plymouth.....	900 00	2,450 00	3,350 00											3 97	13 30
Portland.....	900 00	3,625 00	4,625 00	150 00										2 34	12 06
Quincy.....	900 00	2,050 00	2,950 00											5 04	16 84
Reading.....	1,100 00	4,530 00	5,630 00											1 70	17 05
Reed City.....	1,300 00	5,250 00	6,550 00											4 12	16 00
Republic.....	800 00	1,800 00	2,600 00	50 00										1 05	11 04
Richmond.....	800 00	1,300 00	2,100 00											3 26	12 05
Rochester.....	1,500 00	2,625 00	4,125 00											3 46	15 77
Romeo.....	900 00	2,175 00	2,975 00											3 28	13 51
Sand Beach.....	800 00	1,900 00	2,700 00											1 85	9 70
Sebewaing.....	1,000 00	3,415 00	4,415 00											3 12	12 76
South Haven.....	1,000 00	4,600 00	5,600 00											5 74	16 26
St. Clair.....	850 00	3,590 00	4,440 00											5 63	15 16
St. Ignace.....	1,200 00	7,013 75	8,613 75	400 00										5 23	17 00
St. Johns.....	1,000 00	2,630 00	3,630 00											4 25	13 38
St. Louis.....	850 00	3,041 00	3,891 00											2 92	14 55
Stanton.....	1,000 00	3,574 00	4,574 00											5 81	17 49
Sturgis.....	1,200 00	4,400 00	5,600 00											5 80	13 70
Tawas City.....	1,200 00	4,400 00	5,600 00											4 02	17 52
Tecumseh.....	1,100 00	7,561 00	9,012 00											5 63	19 55
Three Rivers.....	800 00	3,215 00	4,015 00											6 16	18 40
Union City.....	1,000 00	2,820 00	3,820 00											2 47	13 39
Vassar.....	850 00	1,819 75	2,669 75											3 43	16 14
Vicksburg.....	800 00	1,900 00	2,700 00											2 25	11 80
Wayne.....	950 00	3,259 63	4,259 63											2 80	13 29
West Branch.....	500 00	2,800 00	3,400 00											3 54	14 76
Whitehall.....	750 00	1,400 00	2,150 00											2 72	9 44
Williamston.....															
Yale.....															

* Where a blank occurs in this table the item was not reported.

TABLE

Special report of the superintendents of schools of

Line number.	Cities and villages having a population over 1,200, census of 1894.	No. of teachers in schools, not including the superintendent and special teachers.	No. of special teachers employed.	Are all of regular teachers holders of legal certificates of qualification?	Laws of 1903.				No. holding county first grade certificates.
1	Adrian	34	3	yes					
2	Albion	23	2	yes					
3	Allegan	17	1	yes					
4	Alma	9	1	yes	1			1	2
5	Alpena	25	1	yes					
6	Ann Arbor	57	2	yes		1	1		
7	An Sable	9	1	yes	1		1		
8	Battle Creek								
9	Bay City	113	1	yes					
10	Belding	12	1	yes		1			
11	Benton Harbor	29	1	yes	2	17			2
12	Beecher	14	1	yes	3	9			
13	Big Rapids	23	2	yes		2	1		2
14	Buchanan	11		yes					1
15	Cadillac	29	1	yes		14	1	2	
16	Calumet	74	4	yes		15		4	
17	Caro	11		yes		2		1	1
18	Charlevoix	10		yes		2			2
19	Charlotte	12	1	yes		5	1		
20	Cheboygan	21		yes	2	2		1	1
21	Chelsea	11	1	yes	3	2		1	3
22	Clare	8		yes		2			
23	Corunna	9		yes				1	
24	Coldwater	23	1	yes	1	3	1		
25	Detroit	740	5			60			
26	Dowagiac	18	3	yes					
27	East Tawas	9		yes		1			1
28	Eaton Rapids	13		yes		2		1	
29	Escanaba	25		yes	2	6	2		
30	Essexville	3		yes					
31	Fenton	12	1	yes	1				
32	Flint	53	2	yes		2	3	4	1
33	Gladstone	10		yes			1	2	
34	Gladwin	3				1			
35	Grand Ledge, No. 9	5		yes		2			
36	Grand Ledge, No. 11	4		yes	1	3			
37	Grand Haven	28	1	yes	7	2			1
38	Grand Rapids	349	2	yes		23	10		
39	Greenville	19	2	yes	1		1		3
40	Hancock	19		yes	2	14	1		2
41	Harrison	3		yes		1	1		
42	Hastings	13		yes		3		1	
43	Hilledale	19	1	yes		4			
44	Holland	33	1	yes				1	
45	Houghton	12		yes		5			3
46	Howell	16	1	yes	1		1		
47	Hudson	8	1	yes		3			
48	Ionia	25	2	yes		2	2		
49	Iron Mountain	36		yes		14			
50	Ironwood	30	7	yes	1	5			1

XIX.

cities and villages having a population over 1,200.

				No. holding city certificates granted according to the provisions of Sec. 12, act No. 66, of the laws of 1895.	No. who have been teaching in the same school 1 year or less.	No. who have taught in the same school between 2 and 5 years.	No. between 5 and 10 years.	No. between 10 and 15 years.				Longest time of service by any one teacher in years.	Line number.
				24	1	11	5	10	1	2	1	28	1
					4	12	4	1				17	2
					1	12	4					9	3
				35	2	8	8	1				12	4
					5	9	14	7	1			17	5
				2	3	16	10	5	5	4	4	33	6
					4	5						4	7
				112	20	32	25	20	9	4	2	26	8
				11	10		2					7	9
				6	9	20						5	11
				2	5	4	8					8	12
				17	5	16	2			2		19	13
					2	4	6					8	14
				11	5	17	8	1				11	15
				49	31	28	17	2				15	16
					2	7	2			1		23	17
					5	5						8	18
				22	7	5	7	2	1			18	19
				2	3	7	7		3	1		24	20
					2	5	1		1	2		28	21
					3	4	1					5	22
				7	1	6	3					8	23
				19	4	11	6	1	1	1		24	24
					29	319	204	87	46	37	23	38	25
				17	7	6	3	2				13	26
					2	5	2						27
				4	2	9	5	1				12	28
				15	10	15							29
					1	2						4	30
				12	2	4	5	1				12	31
				48	9	30	10	7					32
					3	6	1					6	33
					2		1						34
						4	1	1				11	35
					8	2							36
				9	11	8	5	3		1		22	37
					37	177	66	44	13	8	4	32	38
				2	11	4	5	2				13	39
				2	13	3	2					11	40
					3								41
				7	3	6	2	2				14	42
				13	3	8	4	2	2			17	43
				32	13	12	3	4					44
					7	2	8					9	45
					4	16	5	2				11	46
				6	1	2	5		1			21	47
				23	3	11		5			1	30	48
1				22	17	17	2	1				13	49
				30	10	16	10	1				10	50

TABLE XIX.—

Line number.	Cities and villages having a population over 1,200, census of 1894.	No. of teachers in schools, not including the superintendent and special teachers.	No. of special teachers employed.	Are all of regular teachers holders of legal certificates of qualification?	No. holding certificates granted or endorsed by the State Board of Education.	No. holding State Normal School certificates granted under the provisions of act 194, of the laws of 1889.	No. holding university certificates granted according to act No. 144, of the laws of 1891.	No. holding college certificates granted according to act No. 136, of the laws of 1893.	No. holding county first grade certificates.
51	Ishpeming	55	1	yes	2			5	
52	Ithaca	11		yes	3				
53	Jackson, No. 1	49	2	yes	1	10	2		
54	Jackson, No. 17	34	1	yes		11			3
55	Kalamazoo	88	1	yes		3	5	4	3
56	Lake Linden	28		yes	2	3			7
57	Lansing	70	2	yes	2	12	6	4	7
58	Lapeer	17		yes	1	1	2		
59	Lowell	10		yes		4			1
60	Ludington	41		yes		3	1	1	
61	Manistee	61	1	yes		8	8		1
62	Manistiquie	18		yes		4	1	1	1
63	Marine City	12		yes	2	1			
64	Marquette	38	1	yes		3	3		
65	Marshall	21	2	yes		2	3	1	
66	Mason	10		yes		3			
67	Menominee	51	3	yes		12		7	
68	Midland	12		yes	2	2			1
69	Monroe	16		no			1	1	
70	Mt. Clemens	24	1	yes		2		1	4
71	Muskegon	97	2	yes			4		1
72	Negaunee	28		yes		7	1		6
73	Niles	21	1	yes		3			
74	Northville	8	1	yes		1			
75	Norway	11		yes		3			
76	Ontonagon	9		yes					
77	Otsego	11	1	yes	2	3			
78	Owosso	37		yes		5	2	1	1
79	Paw Paw	7		yes	1				1
80	Pentwater	8							
81	Petoskey	22	1	yes		7			
82	Pontiac	30		yes	1	7	3		1
83	Port Huron	70		yes	1	3	9		1
84	Portland	11	1	yes	2				
85	Romeo	8		yes		3			
86	Saginaw, W. S.	77	2	yes		5			
87	St. Clair	14		yes		5			
88	St. Ignace	10		no		4			
89	St. Johns	17		yes	1	2	1	1	1
90	St. Joseph	22	1	yes			1	3	
91	St. Louis	11		yes		4			
92	Sault Ste. Marie	33	2	yes		7		1	
93	South Haven	11	1	yes	1	5			
94	Stanton	9		yes					1
95	Sturgis	12	1	yes		2			
96	Tecumseh	18	1	yes		1	1		
97	Three Rivers	19	1	yes		2	1	2	2
98	Traverse City	38	2	yes		24			
99	Vassar	10	1	yes			1		1
100	Vicksburg	6		yes				1	
101	Wayne	6	1	yes	2	1		1	
102	Whitehall	8		yes		1			2
103	Wyandotte	15	1	yes	9		1		
104	West Bay City	62	2	yes	1	1		2	
105	Ypsilanti	24	1	yes	1	15	1		1

CONCLUDED.

No. holding county second grade certificates.	No. holding county third grade certificates of class B.	No. holding county third grade certificates of class A.	No. holding county special certificates.	No. holding city certificates granted according to the provisions of Sec. 12, act No 66, of the laws of 1895.	No. who have been teaching in the same school 1 year or less.	No. who have taught in the same school between 2 and 5 years.	No. between 5 and 10 years.							No. by any one teacher in years.	Line number.
3	3	3		46	10	38	7							19	51
				36	4	7	1							5	52
14	13	1		15	13	20	12							27	53
					8	19	2							29	54
15		2			5	45	20							28	55
2				40	9	10	11							13	56
2				14	2	51	4							19	57
1			1		2	10	5							15	58
1				35	4	7	2							6	59
1						13	11							20	60
1		4		40	12	25	11							14	61
7	5				5	6	2							9	62
		1		10	8	2								5	63
1				25	7	19	6							14	64
				15	4	7	8						1	27	65
				7	3	7								4	66
				26	24	29	2							8	67
8					9	8	3							8	68
1	1				5	6	5							8	69
9	1			9	9	6	6							15	70
						6									
1				91	19	33	30							21	71
9	2	3			6	17	3							16	72
2				16	4	3	4							7	73
1		6	1		5	3	2							11	74
				6											76
1	3				9		1							8	76
1		4			5	16	8							17	77
1	1			26	6									16	78
4	1	1			1	6								4	79
3	2	2			5	2								5	80
2				12	14	7	1							7	81
				18	9	12	5							29	82
				54	6	21	26							18	83
5	4				4	7								6	84
2	2	1			1	1	6							9	85
4				68	13	23	24							25	86
				9	6	5	3							19	87
1	1				4	5	1							7	88
9		2			5	9	3							13	89
3				15	9	11	2							6	90
2				5	5	6								5	91
				25	10	16	4							25	92
2	1	3	1		6	8	3							12	93
9		1			2	6	2							10	94
10					1	3	3							29	95
5	3	3			6	3	2							11	96
4	3	3			6	8	3							15	97
				16	14	15	10							13	98
3	3				4	6	1							11	99
1		1				2								4	100
2		2			1	5	1							9	101
2	2				7	1								4	102
				4	6	6	2							12	103
					16	20	16							21	104
3			3		5	18	1							10	105

TABLE XX.

Receipts and expenditures at teachers' institutes for the calendar year 1896.

Counties.	Location.	Date.	Receipts.		Totals.
			County fund.	State fund.	
Totals.....			\$10,340 71	\$1,801 00	\$12,141 71
Alcona.....	Harrisville.....	August 17-19.....	\$29 00	90 00	99 00
Alger.....			12 00	60 00	72 00
Algon.....			154 52		154 52
Alpena.....			42 00	60 00	102 00
Antrim.....			98 00	26 67	124 67
Arenac.....			22 00	60 00	82 00
Barry.....			156 69		156 69
Bay.....			142 82		142 82
Benzie.....			183 75		183 75
Berrien.....			63 45	35 20	98 65
Berrien.....			213 40		213 40
Branch.....			153 36		153 36
Calhoun.....			147 78		147 78
Cass.....			181 77		181 77
Charlevoix.....			126 34		126 34
Chesboggan.....			62 50	60 00	122 50
Chippewa.....		August 24-26.....	68 50	60 00	128 50
Clare.....		March 16-20.....	78 50	50 00	128 50
Clinton.....		August 10-14.....	24 00	60 00	84 00
Delta.....		July 13-17.....	139 05		139 05
Eaton.....		August 10-14.....	51 00	60 00	111 00
Emmet.....		August 17-19.....	149 95		149 95
Genesee.....			83 60	11 12	94 72
Genesee.....			123 40		123 40
Gladwin.....			133 99		133 99
Gogebic.....			37 00	60 00	97 00
Grand Traverse.....			36 50	54 95	91 45
Gratiot.....			86 00	35 00	121 00
Hillsdale.....			114 61		114 61
Houghton.....			130 27		130 27
Huron.....		December 10-13.....	231 16		231 16
Ingham.....		October 28-31.....	200 46		200 46
Ionia.....		August 10-14.....	150 63		150 63
Ionia.....		August 10-14.....	131 78		131 78
Ionia.....		December 3-5.....	184 59		184 59
Ionia.....		August 31-September 4.....	97 00		97 00
Iosco.....		October 8-10.....	36 00	60 00	96 00
Iron and Dickinson.....			121 00	6 27	127 27

TABLE XXI.
Local committees, conductors and instructors at teachers' institutes for the calendar year 1896.

Counties.	Local committees.	Conductors.	Instructors.	Instructors.	Instructors.
Alcona 1	Lorenzo Frederick.	H. C. Rankin	J. H. Beasell.		
Alger		R. W. Putnam.	Mrs. G. Thorn-Thomson		
Allegan		G. J. Edgecombe	J. H. Beasell.		
Alpena		H. C. Rankin	J. R. Jenkins		
Antrim		M. O. Graves	W. A. Stevenson.		
Arenac		R. W. Putnam	Jennie M. Tibbitts		
Barry, 2 institutes		Chas. McKenny	Chas. A. McMurry	C. T. McFarlane.	Mathilde E. Coffin.
		H. R. Pattengill	Harriett Taylor		
Bay		Orr Schurts	H. T. Blodgett.		
Benzie 1		G. B. Catton			
		H. R. Pattengill	A. G. Slocum	Arnold Tompkins	{ C. T. McFarlane. Ada V. Harris.
Berrien, 2 institutes			Chas. A. McMurry	Flora J. Cooke.	
		H. R. Pattengill	Anna M. Chandler		
Branch		J. W. Simmons	A. G. Slocum	Mathilde E. Coffin	Fannie C. Burton.
Calhoun *		H. R. Pattengill			
Cass		C. H. Gurney			
Charlevoix					
Cheboygan					
Chippewa					
Clare					
Clinton					
Delta					
Eaton					
Emmet					
Genesee, 2 institutes		Chas. McKenny	Martha Sherwood.		
		H. R. Pattengill	B. A. Hinsdale		
Gladwin		Chas. McKenny	E. D. Watkins	Mathilde E. Coffin.	
Gogebic *		J. R. Miller	A. N. Demoray.	Nettie D. Kimberlin.	
Grand Traverse		H. R. Pattengill	J. Q. Emery.		
		Chas. McKenny	Ada V. Harris.		
		H. R. Pattengill	F. W. Parker	Mathilde E. Coffin	C. F. R. Bellows.
Gratiot, 2 institutes		Geo. A. Parker	R. C. Ely	O. G. Tuttle.	
		G. J. Edgecombe	Lucy A. Sloan	Katherine A. Griel	W. H. French.
Hilledale			C. T. McFarlane	Ada V. Harris	W. B. Stickney.
Houghton *		H. R. Pattengill	C. T. McFarlane	Ada V. Harris.	
		H. C. Rankin	D. B. Waldo		
Huron		E. C. Thompson	W. J. McKone	G. E. Swarthout.	
Ingham		F. A. Barbour	Chas. McKenny	Chas. A. McMurry.	
Ionia, 2 institutes		H. R. Pattengill	W. L. Stuart		
Iosco		J. K. Ogerby			
Iron and Dickinson *		H. R. Pattengill	W. H. Cheever	Albert Salisbury.	

Isabella.....	F. R. Hathaway.....	Ada V. Harris.	Allice Marsh.	H. S. Curtis.....	{ H. D. Minchin. Helen Gardner.
Jackson.....	G. J. Edgumbe.....	Florence Marsh.	G. T. Chapel.....		
Kalkaska.....	W. J. McKone.....	J. E. Mitchell.	Mrs. Mary Herrick.		
Kent †.....	A. Hamlin Smith.....	E. A. Carpenter.	Mrs. R. Keeler.		
Lake.....	D. E. McClure.....	J. R. Miller.			
Lapeer †.....	C. L. Bemis.....	Byron Burnell.			
Leelanau †.....	R. C. Warriner.....	G. W. Benjamin.			
Lenawee.....	G. J. Edgumbe.....	J. W. Simmons.			
Livingston.....	C. R. Gurney.....	C. O. Hoyt.			
Luce.....	W. M. Andrews.....	Rachel L. Schryer.			
Macomb.....	O. D. Thompson.....	C. T. Grawn.			
Manistee.....	M. O. Graves.....	H. T. Blodgett.			
Marquette *.....	H. R. Pattengill.....	W. C. Hewitt.	Flora J. Cooke.....	W. B. Stickney.	
Mason.....	F. A. Barbour.				
Meosets.....					
Menominee.....					
Midland.....					
Misaukees.....					
Monroe, 2 institutes.....	C. O. Hoyt.....	Fannie C. Burton.	Mathilde E. Coffin.		
Montcalm, 2 institutes.....	H. R. Pattengill.....	F. W. Parker.	C. O. Hoyt.....	Martha A. Sherwood.	
Montmorency.....	S. B. Laird.....	Florence C. Fox.			
Muskegon.....					
Newaygo †.....					
Oakland, 2 institutes.....					
Oceana.....					
Ogemaw.....					
Oscoda.....					
Oscoda, 2 institutes.....					
Otsego.....					
Ottawa.....					
Presque Isle.....					
Saginaw.....	W. N. Ferris.....	F. A. Barbour.	C. O. Hoyt.		
St. Clair §.....	F. E. Converse.....	P. H. Kelley.	Florence C. Fox.		
St. Joseph *.....	H. R. Pattengill.....	A. G. Slocum.	F. W. Parker.	Fannie C. Burton.....	Sarah E. Griswold.
Sanilac †.....	C. B. Hall.....	W. Weir.	Nettie Fitzgerald.	H. A. Macklem.	
Shiawassee §.....	Delos Fall.....	E. C. Warriner.	Hudson Sheldon.		
Tuscola.....	Delos Fall.....	E. Clyde Ford.	B. E. Richardson.		
Van Buren *.....	H. R. Pattengill.....	John Dewey.	F. W. Parker.	A. G. Slocum.....	Ada V. Harris.
Washtenaw.....	E. L. Briggs.....	R. G. Boone.	Florence C. Fox.		
Wayne.....	J. G. Plowman.....	Nettie D. Kimballin.			
Warford.....	E. F. Waldo.....	O. M. McLaughlin.			

† Four weeks.

‡ Three weeks.

§ Eight days.

¶ Three days.

* Inspiration Institute.

TABLE XXII.

Enrollment at teachers' institutes for the calendar year 1896.

TABLE XXII.—CONCLUDED.

* Inspiration institute.

TABLE XXIII.

County boards of school examiners.

[The first named in each county is commissioner.]

TABLE XXIII.—CONTINUED.

County.	Name.	Address.	Occupation.
Eaton		Charlotte	Teacher
		Eaton Rapids	Teacher.
		Olivet	Teacher
Emmet		Harbor Springs	Attorney.
		Harbor Springs	Teacher.
		Cross Village	Farmer.
Genesee		Flushing	Teacher
		Navan	Teacher.
		Cllo	Teacher.
Gladwin		Gladwin	Attorney.
Gogebic	L. L. Wright	Ironwood	Teacher.
	F. C. Chamberlain	Ironwood	Lawyer.
	T. B. Hartley	Bessemer	Teacher.
Grand Traverse	Geo. W. McWethay	Traverse City	Teacher.
Gratiot	O	Ithaca	Teacher.
	J	Ithaca	Editor
	C	Perrinton	Teacher.
Hilledale	W	Hilledale	Teacher
	S	Hilledale	Teacher.
	F	Pittsford	Teacher.
Houghton	A	Houghton	Bookkeeper.
	T	Calumet	Lawyer.
	H	Hancock	Judge of Probate.
Huron	D	Bad Axe	Teacher.
	E	Uby	Teacher.
	J	Pt. Austin	Teacher.
Ingham	W	Aurelius	Farmer.
	M	Williamston	Druggist.
	T	Williamston	Farmer.
Ionia	E	Ionia	Teacher.
	T	Lyons	Teacher.
	L	Portland	Teacher.
Iosco	J	East Tawas	Teacher.
	F	Tawas City	Teacher.
	C	An Sable	Lawyer.
	T	Crystal Falls	Miner.
Iron			
Isabella	H	Mt. Pleasant	Teacher.
	O	Shepherd	Teacher.
	F	Mt. Pleasant	Teacher.
Jackson	W	Grass Lake	Teacher.
	R	Springport	Teacher.
	D	Jackson	Policeman.
Kalamazoo	A	Kalamazoo	Teacher.
	J	Fulton	Teacher.
	B	Cooper	Teacher.
Kalkaska	J	South Boardman	
	M	Mosback	Farmer.
	A	Alden	Farmer.
Kent	E	Grand Rapids	Teacher.
	R	Grand Rapids	Teacher.
	L	Lowell	Teacher.
Levenaw		Eagle River	Teacher.
Lake	E. G. Johnson	Luther	Farmer.
	S. U. Smith	Baldwin	Clerk.
	H. Cutler	Luther	Farmer.
Lapeer	C. E. Palmerlee	Lapeer	Teacher.
	F. W. Weston	Clifford	Teacher.
	J. B. Nicholson	Almont	Teacher.
Leelanau	G. W. Benjamin	Sutton's Bay	Teacher.
	Florence Bragdon	Northport	Teacher.
	F. J. Porter	Leland	Farmer
Lenawee	Edward Keeler	Adrian	Teacher.
	Wade Millis	Addison	Student.
	M. W. Hensel	Blissfield	Teacher.
Livingston	Stephen Durfee	Fowlerville	
	J. H. Wallace	Fowlerville	Teacher.
	Elmer N. Bradley	Plainfield	Farmer.

TABLE XXIII.—CONTINUED.

County.	Name.	Address.	Occupation.
Lapeer	Emma Sherman	Newberry	Teacher.
	F. W. Greenfield	Helmer	Teacher.
	John Foster	Helmer	Teacher.
Mackinac	D. H. Stringham	St. Ignace	Teacher.
	E. J. Lachance	Mackinac Island	Teacher.
	J. J. Thompson	St. Ignace	Teacher.
Macomb	H. J. Crawford	Mt. Clemens	Teacher.
	E. R. Wilcox	New Haven	Teacher.
	D. M. Wilcox	Utica	Teacher.
Manistee		Manistee	Teacher.
		Marilla	Teacher.
		Bear Lake	Teacher.
Marquette		Champion	Teacher.
		Michigan	Teacher.
		Negaunee	Teacher.
Mason		Ludington	Teacher.
		Scottville	Teacher.
		Ludington	Teacher.
Mecosta		Big Rapids	Teacher.
		Sylvester	Teacher.
		Chippewa Lake	Merchant.
Menominee		Menominee	Teacher.
		Hermansville	Teacher.
		Stephenson	Teacher.
Midland		Midland	Teacher.
		Midland	Teacher.
		Midland	Teacher.
Missaukee		Lake City	Teacher.
		Lake City	Teacher.
		McBain	Teacher.
Monroe		Monroe	Teacher.
		Milan	Teacher.
		Carleton	Teacher.
Montcalm		Edmore	Teacher.
		Howard City	Teacher.
		Carson City	Teacher.
Montmorency		Lewistown	Teacher.
		Hillman	Teacher.
		Hetherton	Teacher.
Muskegon		Trent	Teacher.
		Whitehall	Teacher.
		Holton	Teacher.
Newaygo		Fremont	Teacher.
		White Cloud	Teacher.
		Newaygo	Teacher.
Oakland		Pontiac	Teacher.
		Clarkston	Teacher.
		Farmington	Teacher.
Oceana		Shelby	Teacher.
		Hesperia	Teacher.
		Shelby	Teacher.
Ogemaw		West Branch	Teacher.
		Prescott	Teacher.
		West Branch	Teacher.
Ontonagon		Rockland	Teacher.
		Rockland	Teacher.
		Ontonagon	Teacher.
Oscoda		Evart	Teacher.
		Evart	Teacher.
		Tustin	Teacher.
Oscoda		Luzerne	Teacher.
		Mio	Teacher.
		Mio	Teacher.
Osego		Gaylord	Teacher.
		Vanderbilt	Teacher.
		Gaylord	Teacher.
Ottawa		Berlin	Teacher.
		Lamont	Teacher.
		Nordloos	Teacher.
Presque Isle		Rogers City	Teacher.
		Rogers City	Teacher.
		Rogers City	Teacher.
Roscommon		Roscommon	Teacher.
		Roscommon	Teacher.
		Roscommon	Teacher.
Saginaw		Saginaw, E. S.	Teacher.
		Saginaw, E. S.	Teacher.
		Saginaw, E. S.	Teacher.

TABLE XXIII.—CONCLUDED.

St. Clair	R	.....	Port Huron.....	T
St. Joseph	H.	.....	St. Clair.....	T
Sanilac.....	J.	.....	Port Huron	T
Schoolcraft	O.	.....	Mendon	T
Shiawassee.....	N	.....	Mendoc	T
Tuscola.....	H	.....	Constantine.....	T
Van Buren	W	.....	Marlette.....	T
Washtenaw	C.	.....	Applegate.....	T
Wayne	J.	.....	Pt Sanilac.....	T
Wexford	J.	.....	Seney.....	T
	C.	.....	Manistique	C
	O.	.....	Manistique.....	A
	J.	.....	Corunna	T
	A.	.....	Ypsilanti.....	S
	T.	.....	Laingsburg	T
	P.	.....	Caro.....	T
	H	.....	Mayville	T
	J.	.....	Unionville	S
	F	.....	Paw Paw.....	T
	A	.....	Bangor.....	T
	W	.....	Gobleville.....	T
	H	.....	Ann Arbor.....	T
	M	.....	Ann Arbor.....	S
	R.	.....	Ann Arbor.....	L
	E	.....	Detroit.....	
	E	.....	Flat Rock.....	Teacher.
	H	.....	Delray	Teacher.
	K	.....	Manton	Minister.
	L	.....	Harrietta.....	Teacher.
		.....	Cadillac	Farmer.

DEPARTMENT OF PUBLIC INSTRUCTION.

TABLE XXIV.

General statistics of State and incorporated institutions compiled from reports of officers for the academic year 1896-6.

Name of institution.	Location.	Name of president or superintendent.	Date of organization.	No. of instructors.	No. of students or inmates during the year.	No. of graduates at last commencement.	Whole No. of graduates since founded.	No. of volumes in library.	No. of volumes added to library during the year.
<i>Incorporated:</i> Academy of Sacred Heart Adrian College Akeley Institute Albion College Alma College Battle Creek College Benzonia College Detroit College Detroit Home and Day School German American Seminary Hillsdale College Holland Christian Reformed Seminary Hope College Kalamazoo College Michigan Female Seminary Military Academy Olivet College Raisin Valley Seminary St. Mary's Academy Spring Arbor Seminary	Ann Arbor		1857	154	3,014	745	14,368	105,047	6,340
	Lansing		1857	27	1,336	28	2,037	18,738	824
	Ypsilanti		1849	45	90	341	5	16,000	1,000
	Mt. Pleasant		1866	4	94	6	86	11,353	35
	Houghton		1866	15	106	17	17	2,275	1,194
	Lansing		1879	10	382	2	1,863	3,609	125
	Flint		1854	27	550	18	b 3,991	2,023	24
	Coldwater		1874	4	860	a 321	a 5,736	3,360	150
	Lansing	J. E. St. John	1856	11					50
	Adrian								
	Detroit	Augusta Pardow	1850	10	56			2,100	40
	Adrian		1859	16	239	14	501	6,000	96
	Grand Haven		1858	12	94	3	21	2,000	100
	Albion		1861	32	539	85	752	10,771	721
	Alma		1857	15	234	30	26	14,233	608
Battle Creek College Benzonia College Detroit College Detroit Home and Day School German American Seminary Hillsdale College Holland Christian Reformed Seminary Hope College Kalamazoo College Michigan Female Seminary Military Academy Olivet College Raisin Valley Seminary St. Mary's Academy Spring Arbor Seminary	Battle Creek		1874	26	716	8	184	4,000	500
	Benzonia	Jas. G. Rodger	1853	21	144	4	5	6,800	
	Detroit	H. A. Schapman	1877	30	230	19	141	11,500	350
		Miss E. U. Laggett	1882	17	217	10	153	1,000	
		Geo. F. Mosher	1855	27	361	38	850	9,330	194
		H. Benker	1876	5	48	3	50	800	90
		G. J. Kollen	1885	15	253	12	215	10,000	500
	Kalamazoo	A. Gaylord Bloccum	1855	14	187	14	213	5,996	90
	Kalamazoo	J. Sumner Rogers	1877	9	161	16	268	8,000	100
	Orchard Lake	Willard G. Sperry	1859	25	400	20	430	25,000	1,000
	Olivet	T. W. White	1840	3	43	9	144	500	
	Adrian	Mother M. Justina	1862	20	183	3	65	2,899	38
	Monroe	David S. Warner	1873	6	101	9	106	2,000	15
	Spring Arbor								

a Number released. b Whole number cared for.

TABLE XXV.
Financial statistics of State and incorporated institutions, compiled from reports of officers for the academic year 1895-6.

Average cost of board per week.	Total average annual cost per student to the student.	Total average annual cost per student to the State.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for the year 1895.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvements.	Liabilities.
24 50	\$250 00	\$204 66	\$1,802,406 00	\$545,946 00	\$98,500 00	\$194,007 00	\$120,212 00	\$25,029 00	\$373,006 15		
2 25	110 00		480,000 00	547,279 10	87,625 50	10,000 00	130 00	51,141 18	70,932 85	\$2,000 00	
2 50	175 00	53 21	259,180 71	71,000 00		35,400 00	7,137 50	1,191 60			
2 00	150 00		18,000 00			40,000 00	606 00	2,531 00	3,187 00		
4 50	370 00	426 59	220,000 00			22,000 00		3,457 99	40,000 00		
1 17		266 48	154,064 74			60,000 00		7,665 13	23,848 97	1,700 00	
1 02		171 75	422,290 49			35,000 00		6,939 91	70,251 82		
80		96 00	248,728 11			56,000 00			36,000 00	1,104 95	
		106 21	226,467 00						62,539 49	1,500 00	
2 50	210 00		225,000 00	85,000 00	4,700 00		2,400 00	8,500 00	15,500 00	5,000 00	\$16,000 00
	265 00		100,000 00	5,900 00	350 00		9,000 00	1,000 00	8,000 00	500 00	12,000 00
2 25	175 00		150,000 00	225,000 00	12,000 00		15,000 00	15,000 00	80,000 00	500 00	50,000 00
2 25	180 00		160,000 00	80,000 00	5,000 00		3,185 16	5,000 00	13,000 00	185 16	
3 00	150 00		144,214 00				6	28,877 82	30,608 00		66,045 28
2 00	150 00		16,000 00	6,500 00	500 00		300 00	800 00	4,000 00	100 00	14,000 00
			160,000 00								
12 00			50,000 00				13,868 14	10,364 58	22,682 70		
1 75	140 00		142,776 96	166,728 04	10,389 20		21 50	2,968 40	13,274 92	2,500 00	
3 00	200 00		26,000 00				1,148 00	6,000 00	6,000 00	100 00	8,000 00
2 50	150 00		140,000 00	133,818 00	4,225 11		2,112 88	3,499 74	10,527 73		12,000 00
2 25	125 00		68,000 00	204,207 03	11,561 26		3,427 75	6,459 81	17,247 24	450 28	
	450 00		350,000 00				6,000 00	5,000 00	42,000 00	25,000 00	
3 00	250 00		204,932 28	100,000 00	6,000 00			200 00	1,800 00	6,000 00	8,966 65
2 50	120 00		6,500 00	15,000 00	900 00		800 00	1,570 34	1,800 00	100 00	500 00
2 50	120 00		94,678 00				a 19,022 70		18,840 59	1,416 47	
2 50	135 00		8,000 00	6,000 00	300 00		1,300 00	150 00	1,300 00	1,200 00	600 00

a Includes board. b From students in literary department only. c From students of other states only.

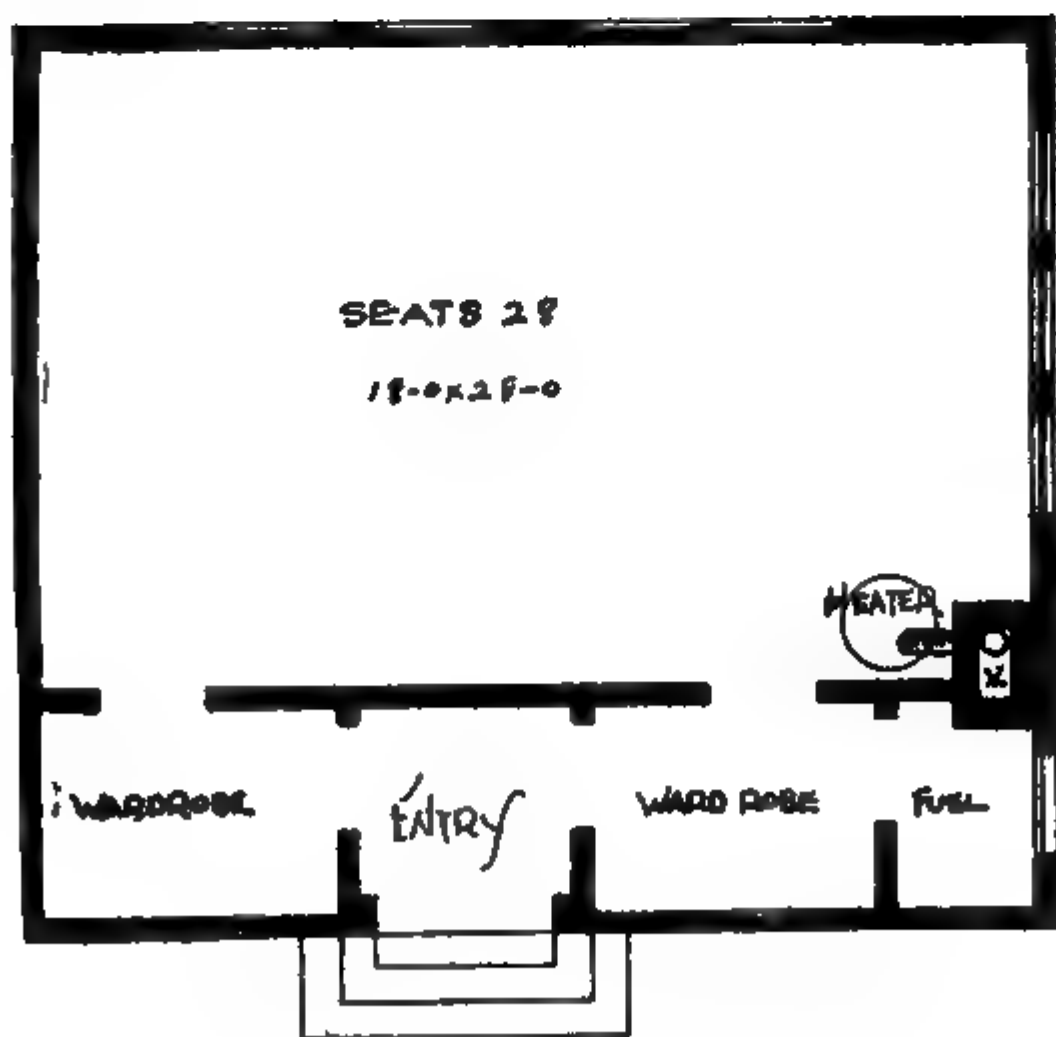
SCHOOL ARCHITECTURE.

In the report of this department for the year 1893 there appeared a number of plans for school houses, rural and village, from one room to twelve. These plans have proved very helpful and it has been thought advisable to give in this report the floor plans of several of our more modern village and city school buildings. It has also been deemed best to reproduce the floor plans and elevation of two of those for district schools which were prepared for this former report by architect Earl H. Mead of Lansing.

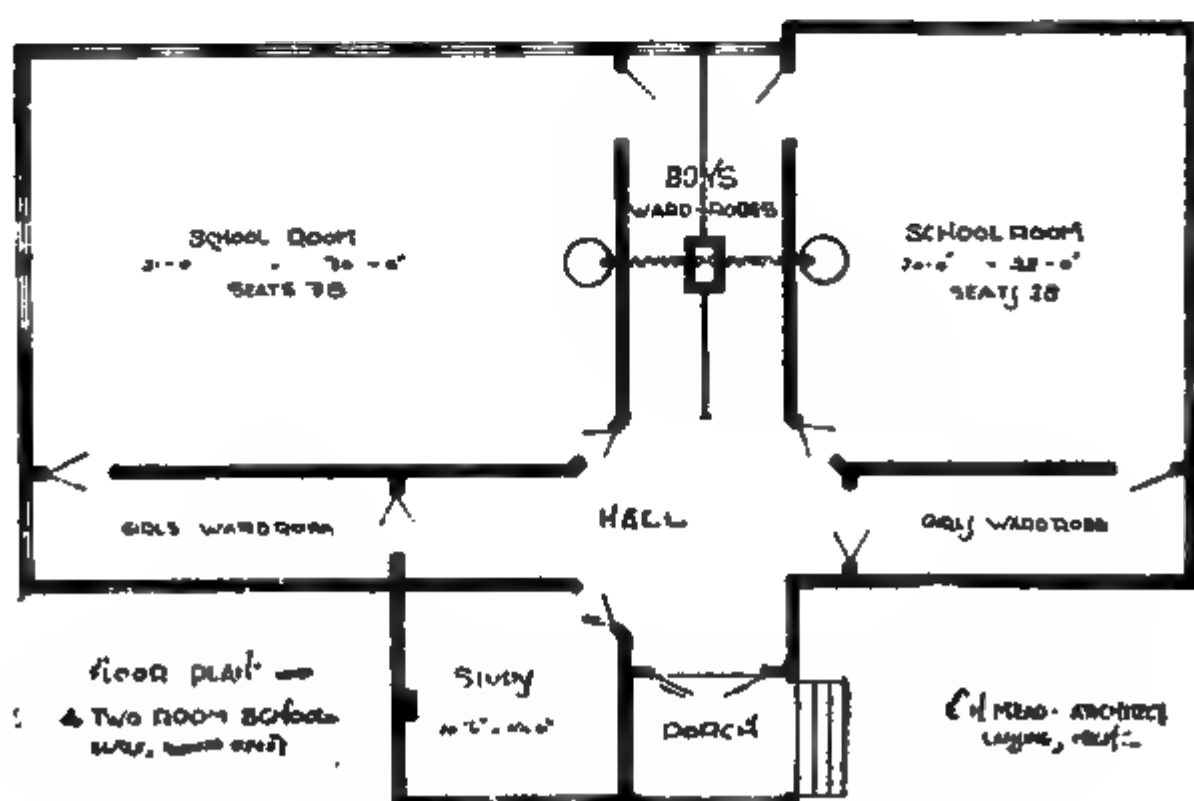
It costs but little more to build a convenient, well-lighted, well-heated, well-ventilated school house than to build otherwise. In order to emphasize the salient points to be considered, we repeat here some of the suggestions given which should be heeded by every board of education contemplating the erection of a new school house:

1. The window lighting surface should equal one-fifth of the floor surface.
2. No pupil should sit further from the window than two and one-half times the distance from the floor to the top of the window.
3. The window should extend to the ceiling, only leaving enough room for the casing between the opening and the ceiling.
4. The windows should be grouped.
5. Light is better from both sides than from one side and the back. The light at the back, unless high, will cast the pupil's shadow on his work.
6. There should be no windows for pupils to face.
7. Light from one side should be from the left, so as not to throw the shadow of the pupil's hand upon his work.
8. The windows should be provided with green shades, yellow is not as good for the eyes.
9. The black-boards should not have a glossy surface.
10. If windows are grouped as they should be and as they are in the accompanying sketches, *no black-boards come between windows* to try the eyes of the pupils.

Michigan has some very handsome and convenient school buildings, and it is with pleasure that we, through the kindness of the several boards and superintendents, give the plans and perspectives of some of them in the pages that follow.



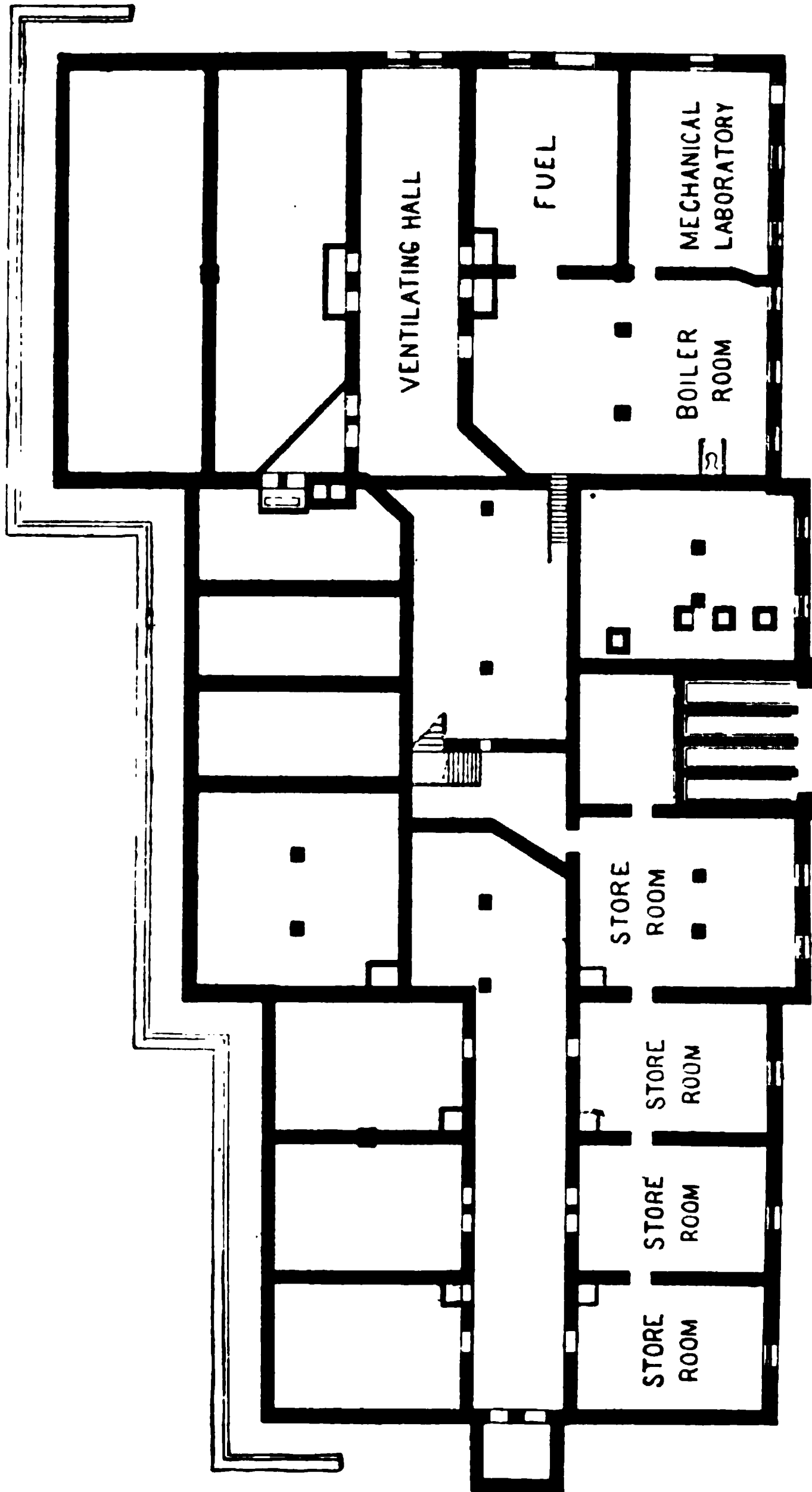
- FLOOR PLAN -



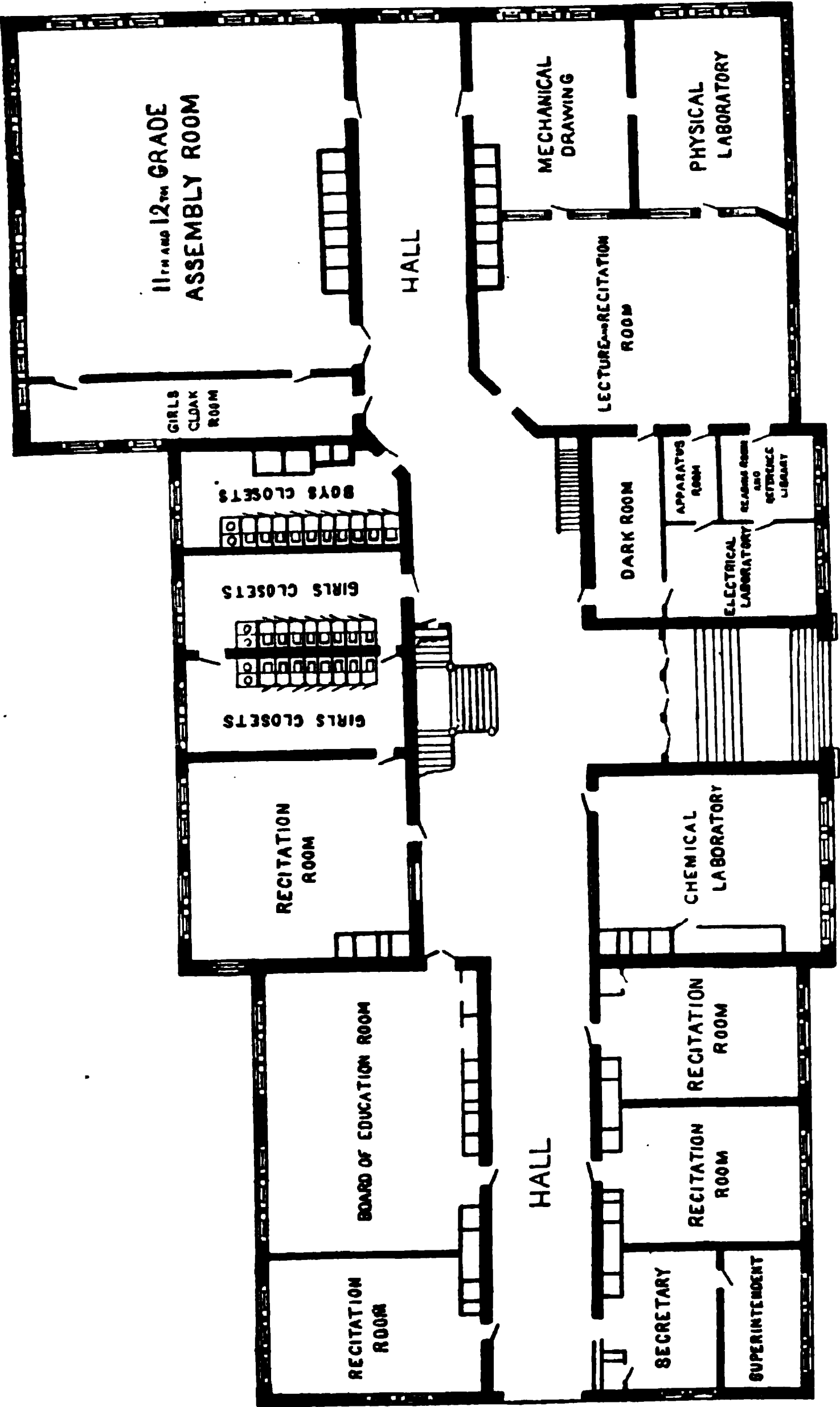
HART UNION SCHOOL BUILDING.

BENTON HARBOR HIGH SCHOOL.

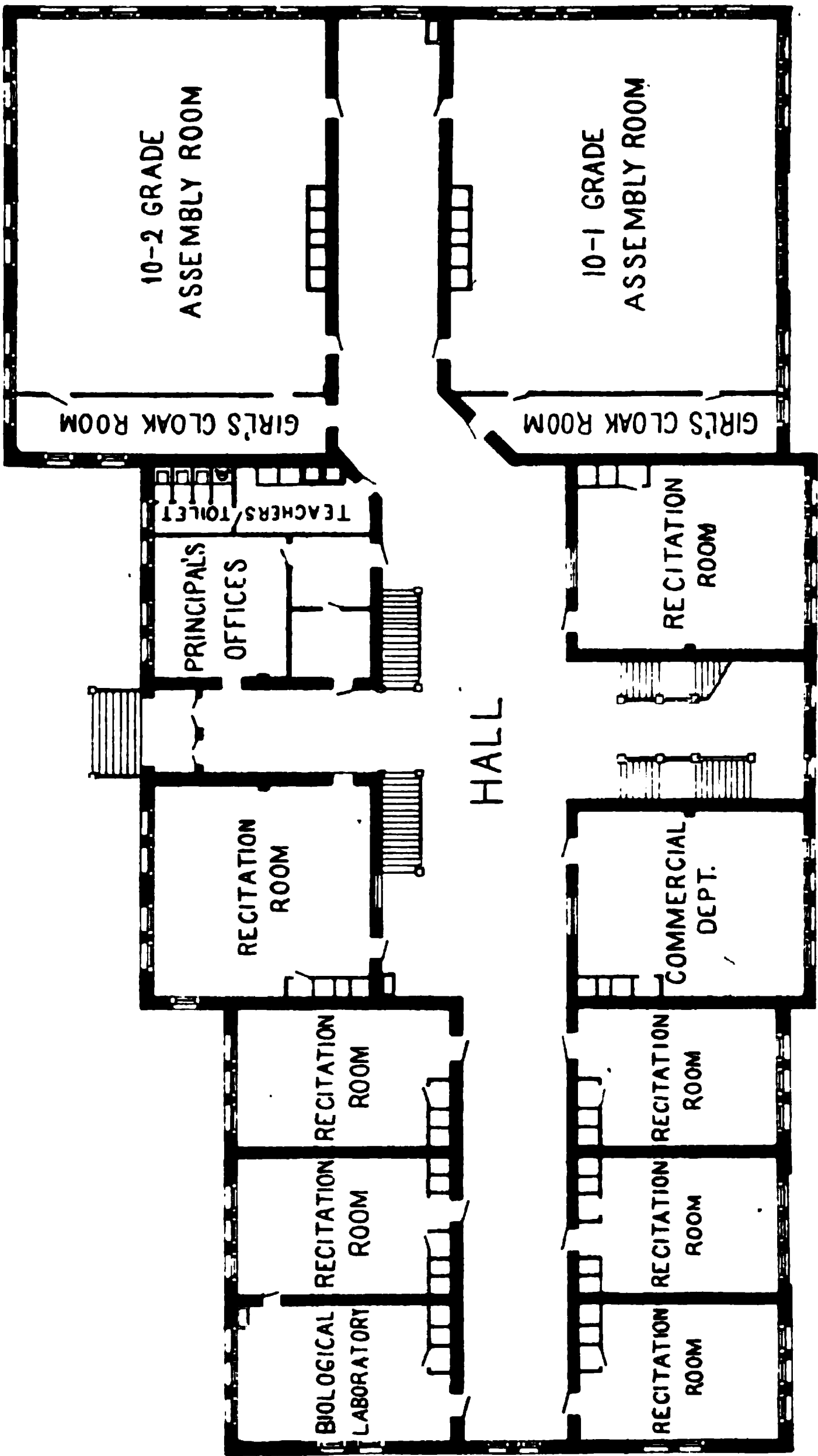
CENTRAL SCHOOL, GRAND RAPIDS.



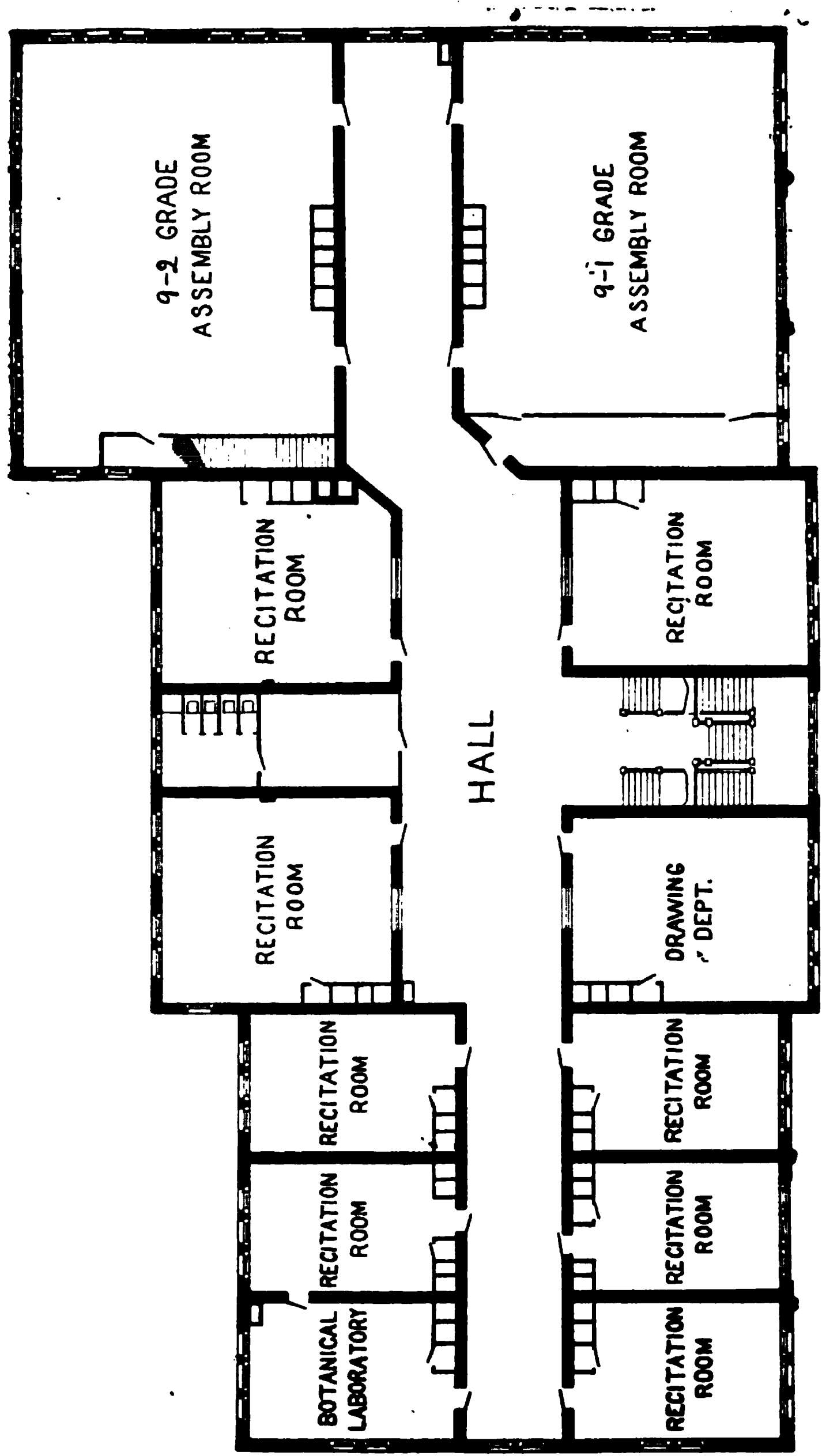
FOUNDATION PLAN.



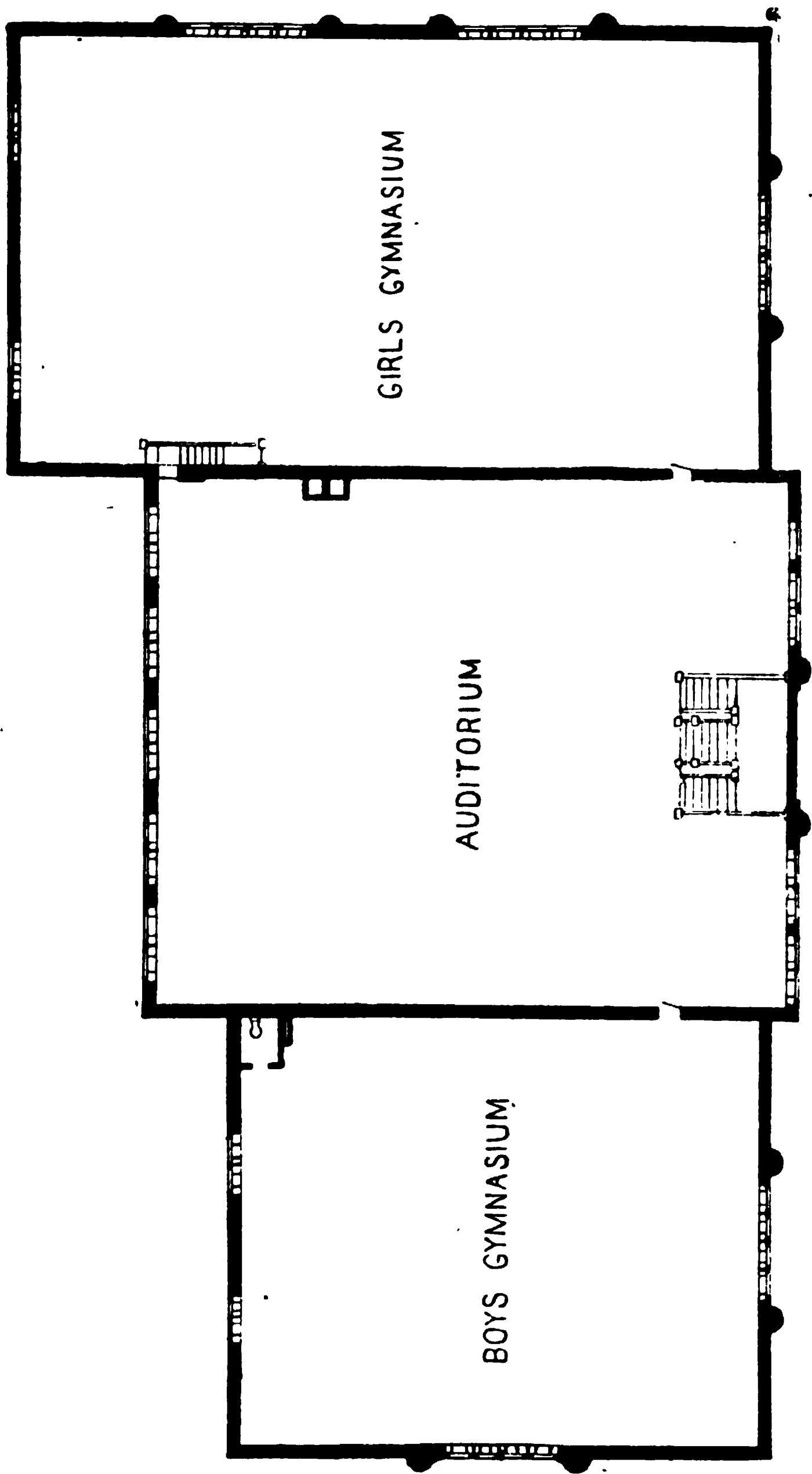
FIRST FLOOR PLAN.



SECOND FLOOR PLAN.



THIRD FLOOR PLAN.



FOURTH FLOOR PLAN.

MADISON AVENUE SCHOOL, GRAND RAPIDS. (12 rooms, cost \$19,000.)

BUCHANAN STREET SCHOOL, GRAND RAPIDS. (8 rooms, cost \$13,000.)

DETROIT CENTRAL HIGH SCHOOL.

DETROIT CENTRAL HIGH SCHOOL.

The matter of heating and ventilation is one of such prime importance that we present herewith cuts and a full description of the plant now in use in the new Central High School building at Detroit, erected at a cost of \$500,000.

As this is the most modern and expensive school building in the State, experts have been greatly interested in the working of this plant and it is a good one for the study of all interested in this subject.

Messrs. Malcolmson & Higginbotham were the architects, and the American Blower Company were the designers and contractors for the heating and ventilating plant. The building is of fireproof construction, has a frontage of 310 feet, a depth of 296 feet, is three stories high exclusive of the basement, faces northeast and is in a very exposed location.

No instructions were given to bidders regarding the requirements of the plant, with the exception that the building was to be heated to 70 degrees at 10 degrees below zero and 2,000 cubic feet of air was to be supplied to each pupil per hour, the design or lay-out of the plant being left entirely to bidders.

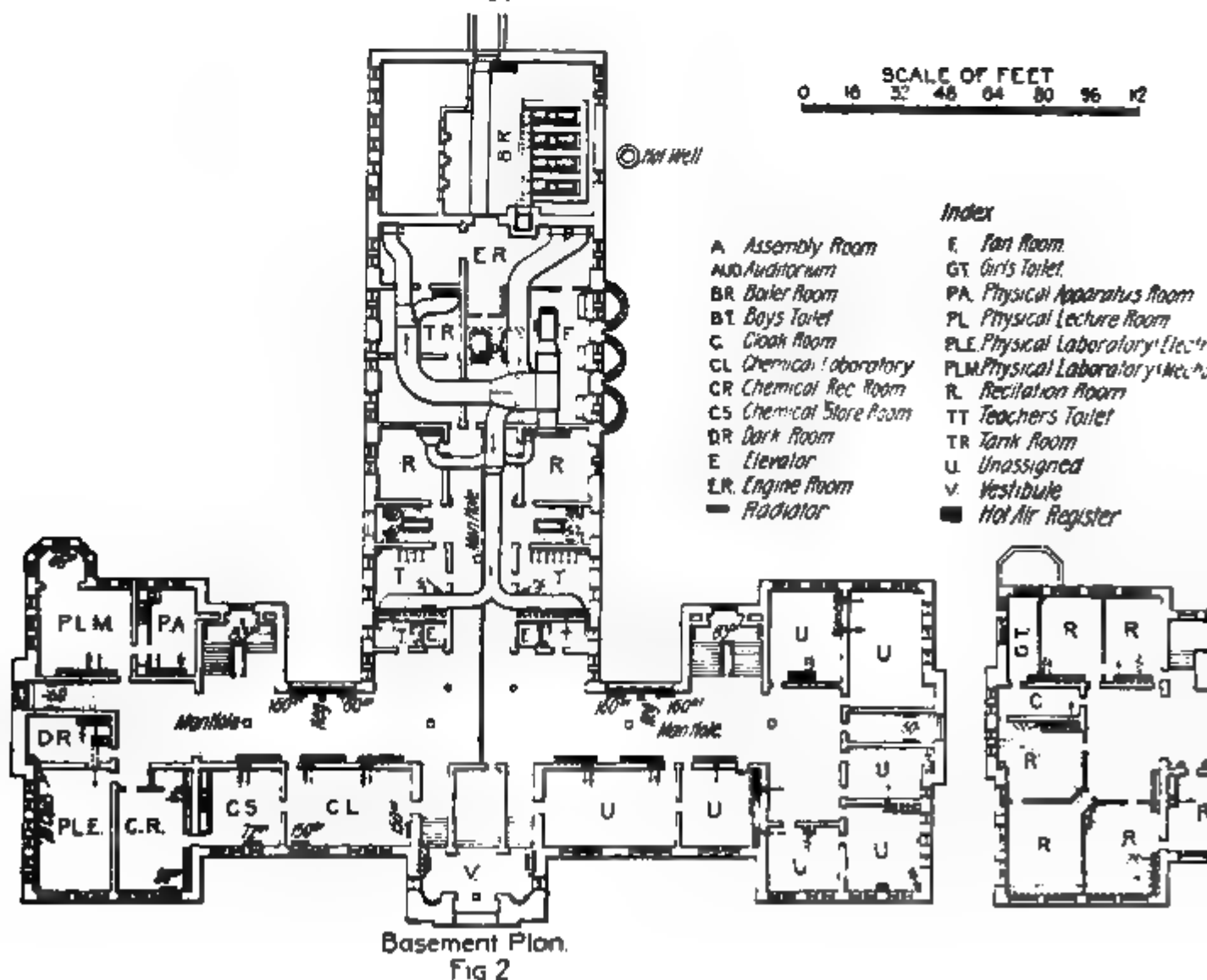
Figure 1 is a plan of the foundation. Figures 2, 3 and 4 are plans of the basement, first and third floors respectively. The second floor being almost an exact duplicate of the first floor, it was omitted from the description. Figure 5 is a plan of the boiler, heater, engine and fan-rooms, which are located in the rear of the building. The entire building is heated by the hot-blast or blower system, with the exception of the front vestibule, which is heated by radiators. The corridors, lavatories and a number of other rooms are provided with radiators for keeping these rooms warm at night or at other times when the fans are not in operation, it being intended to run the fans only when the school is in session.

The temperature of all the rooms is controlled by the Powers system of automatic regulation, double dampers for continuous ventilation being provided for all rooms except the corridors. These are placed at the base of the flues, and are operated by diaphragms placed on the floor of the duct, as shown in Fig. 9. Air flues to corridors are provided with single dampers for closing the hot-air supply when the corridors become overheated. The diaphragms are operated by thermostats placed on the inside wall of the room. The thermostats in the corridors



Foundation Plan
Fig 1

SCALE OF FEET
0 16 32 48 64 80 96 112



HEATING AND VENTILATION OF THE CENTRAL HIGH

Messrs. Malcomson & Higginbotham Detroit, Architects; the American Blower Co.

are placed in the second and third story, none being provided in the basement or the first story.

There are four boilers, each 66 inches x 16 feet, containing 64 $3\frac{1}{2}$ -inch tubes and provided with a 36x36-inch dome. These boilers are covered with 2-inch asbestos board and fitted with the Reliance high and low-water alarm. The blow-off pipe from the boilers extends through the wall into a 4x10-foot brick hot well, with an open manhole cover. The boiler feed-pumps consist of two $5\frac{1}{4}$ "x $3\frac{1}{2}$ "x5" Worthington duplex brass-lined pumps, each fitted with the Fisher pump governor. A No. F F Penberthy injector is used as an auxiliary boiler feeder.

The fans or blowers are of the American Blower Company's make and have three-quarter steel plate housing. The blades of each fan are of the curved pattern. The bearings of each fan are self-oiling and are supported by heavy standards bolted to the foundation. The heaters and tempering coils are of the American Blower Company's make, and of their improved sectional base pattern, each having four rows of 1-inch pipe. These coils, together with the fans, are shown in the accompanying cuts.

Two 80 horse-power Ideal automatic engines, having 12x12-inch cylinders, furnish the power for the fans and the generators, and are equipped with improved power transmitters and water separators. The drip from the latter is carried to Fidelity steam traps. The building is equipped with a complete electric light plant. The generators are placed in a corner of the engine room, and are driven from a counter-shaft, as shown. A 600-horse-power feed water heater of Wicks Bros.' make is provided, but is not used when the heating apparatus is in use, as the water of condensation returned from the apparatus is sufficient for heating the feed water for the boilers.

The fresh air is taken in through areas built on the side of the building, as shown in Fig. 6 and passed over tempering coils, which heat it to 70 degrees, before it passes to the fan. These coils contain a total of 8,400 lineal feet of 1-inch pipe, and are provided with a by-pass and an automatic mixing damper for controlling the volume of fresh air admitted beneath them, this volume being dependent upon the temperature of the atmosphere. The air thence enters the heater-room or air chamber and passes to the fans as required. A duplex three-quarter housed fan with two 84x60-inch wheels is used for supplying air to the front portion of the building, and discharges into a duct formed by extending the corridor walls, down to about 7 feet below the basement floor. The walls of the front corridor are also carried down, forming an air duct, having branches as shown in Fig. 1.

The latter, or main air passage, is provided with a partition, the space above it forming a hot-air duct and a space beneath, a tempered-air duct. This partition begins at the point X, Fig. 1, where the main heater coils for the front portion of the building are placed as shown in Fig. 8. The center coil contains 9,200 feet of 1-inch pipe and each side coil 4,025 feet. All air flues extend down to the bottom of the ducts. Those to the corridors open only into the hot-air duct; the remaining flues open into both the hot and the tempered-air ducts.

The west wing of the building is heated by a separate apparatus, so that the auditorium may be heated at night, or on other occasions when

the rest of the plant is not in operation. This apparatus consists of a fan with an 84x60-inch wheel and an 8,000-foot heater coil arranged for a by-pass for tempered air. The air-supply pipes are of the double pipe system, the upper one for hot air and the lower one for tempered air, which connect to the base of each flue, where the mixing dampers are placed, as shown in Fig. 10. The diaphragms are secured to the under sides of the pipes. The power is transmitted from the engine to a countershaft and thence to the fans. The single fan is provided with a tight and loose pulley, as this fan will not be operated at certain times.

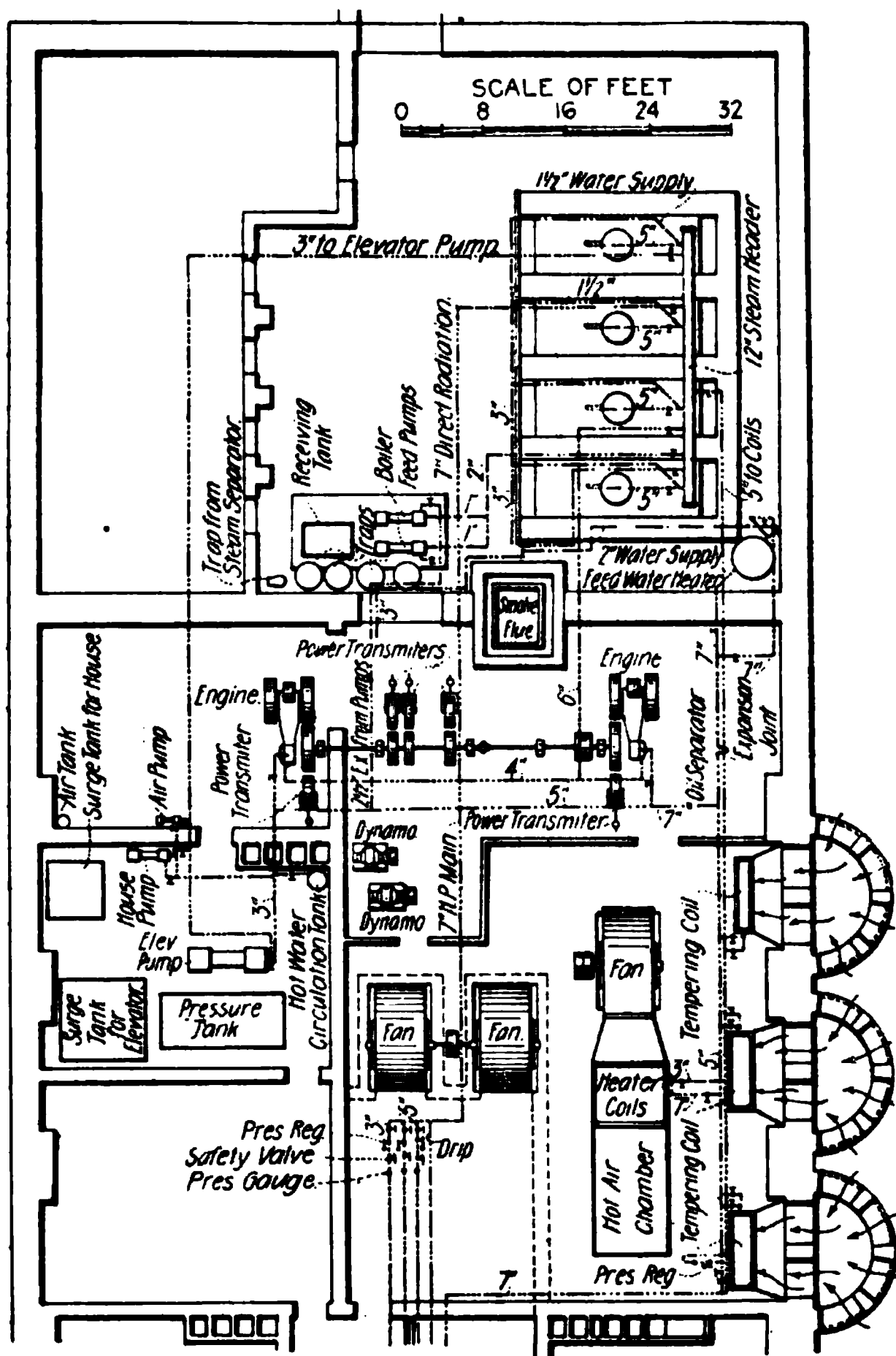


FIG. 5

THE ENGINEERING RECORD

HEATING AND VENTILATION OF THE CENTRAL HIGH SCHOOL, DETROIT, MICH.

Messrs. Malcomson & Higginbotham, Detroit, Architects; the American
Blower Company, Detroit, Engineers and Contractors.

The dome of each boiler is connected by a 6-inch pipe with long sweep ells to a 12-inch steam header placed over the rear of the boilers, to which each supply main is connected. The pipe between each dome and header and also each main taken out of the header, is provided with a flanged gate valve. A 5-inch main is taken out of the header to supply the tempering and secondary coils in the wing. These coils are also connected to a 7-inch exhaust main, sufficient exhaust steam being available for the entire heating apparatus in mild weather. The coils in the front portion of the building utilize the exhaust steam from the engines

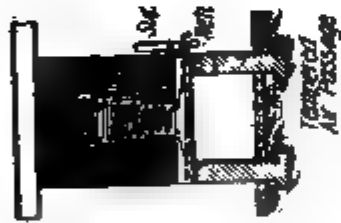


FIG 10

120

FIG 7

THE ENGINEERING RECORD

FIG 9

HEATING AND VENTILATION OF THE CENTRAL HIGH SCHOOL, DETROIT, MICH.

Messrs. Malcomson & Higginbotham, Detroit, Architects; the American Blower Company, Detroit, Engineers and Contractors.

and pumps. Provision is made, however, for introducing live steam from a 5-inch main at a low pressure in extremely cold weather for these coils. A 7-inch main is taken off the steam header to supply the radiators and coils; a 5-inch pipe is taken out of this main to supply the radiators in the south wing, another 5-inch pipe for radiators in the north wing and a 3-inch pipe for vent coils in the attic, each main being provided with a Mason pressure regulator, safety valve and steam gauge. A 6-inch main is taken off the steam drum for the engines, a 4-inch branch being used for each engine. The exhaust from these engines, and also from the elevator pump, together with the exhaust from the boiler feed pumps, the air and the house pump is collected in a 7-inch main, which connected to the 7-inch exhaust steam supply to the heating apparatus. This main is also connected to the feed water-heater. The 7-inch exhaust main is provided with a grease extractor, the drip from which is connected to a grease trap, which discharges into the hot well.

A 2-inch main is taken out of the steam header for the boiler feed pump, a 3-inch main for the elevator, air and house pump, and a 2-inch for the injector. Two 4-inch return mains are provided for the heater and the tempering coils in the west wing, each being connected to an open receiving tank, one return being used for condensation when using live steam and the other for condensation when using exhaust steam. When using live steam, the condensation from the bleeder and the main return from coils in the west wing is passed through pot traps placed adjacent to the same and thence connected to the main. Returns are laid on the basement floor. The bleeder and main return from the front coils are carried through separate pipes placed on the floor of the duct and thence through a trench to four pot traps in the boiler-room, which discharge into the open tank. When the heating apparatus is in operation, the condensation from same is returned by the pumps direct to the boilers. During the summer the water for the boilers is passed through the feed water heater before entering the boilers.

The radiators for heating the various rooms at night, or when the fans are not in operation, are on the double pipe system. Supply and return mains are placed beneath the basement floor. All steam supply and return mains are covered with Magnesia Sectional covering. A steam pipe runs across the front of the boiler for a flue cleaner, which is of the Perfection pattern. All flues in the building are constructed of 4-inch book tile and of such a size that the velocity of the air through them will not exceed 350 feet per minute when delivering 2,000 cubic feet of air per hour to each occupant in the rooms. Each air inlet is 8 feet above the floor and is fitted with a black japanned screen provided with an angle-iron frame, the same being of sufficient size to reduce the velocity of the air to 300 feet per minute. These screens are placed so that they may be readily removed.

Vitiated air outlets are also provided with a screen of the same size as the inlet. A register is placed at the ceiling above each of these outlets and opening into the same for summer use. The lower vents are used when the building is being heated and the upper ones for rapid cooling during summer, or when no heat is required. Floor registers are placed in each gallery of the auditorium to allow the hot air beneath to

pass above the gallery and in front of the windows. These registers are arranged so that they may be closed when occasion required.

The air for heating the wardrobes and lavatories is discharged into the wardrobes, ventilating the clothing and thence is allowed to pass through a 6-inch space at the bottom of the doors into the lavatory, from which it passes out through vents opening into the flue and thence to the attic. The urinals in the lavatories are of hammered glass, the partitions of marble, which are placed 12 inches from the wall, allowing a vent space which is enclosed and connected at the top by a 10x18-inch vent pipe, which connects to the flue at the ceiling.

The vent flues from the lavatories are connected in the attic to a system of vent pipe, which connect to galvanized-iron risers, extending through the roof. These risers are provided with steam coils for accelerating the draft in them. The vitiated air from the remaining rooms is discharged from the flues into the attic and passes out through five octagonal ventilators in the roof of the main building.

The coils in the attic are on a separate double-pipe system. The air duct beneath the floor in the front portion of the building being very large, volume dampers are placed in each air flue opening from them, for controlling the air. These dampers are of the pivoted pattern, as shown in Fig. 9. Fresh-air inlets in the corridors are placed at the floor line, serving as foot-warmers. The galvanized-iron pipes are put together with lock joints and are suspended from "I" beams by clamps and hangers.

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ERRATUM—"Superintendents' Introduction" omitted after "St. Mary's Academy."

REPORTS OF

COUNTY COMMISSIONERS OF SCHOOLS

FOR THE

SCHOOL YEAR 1895-6

REPORTS OF COUNTY COMMISSIONERS OF SCHOOLS.

ALCONA COUNTY.

L. FREDERICK, *Commissioner.*

TEACHERS' MEETINGS.

The teachers of Iosco and Alcona counties united during the year and had a very successful reading circle; but, owing to the expense of traveling, we found that we could not hold the two counties together. Still we hope to keep up the reading circle work in our respective counties.

SCHOOL-ROOM DECORATIONS.

Considerable progress has been made in decorating the school-rooms of the county. The commissioner has given several public discourses during the year in which he has dwelt largely with the subjects of ventilation and decoration; and the immediate effect of these public talks is seen in the better decoration of our school-rooms.

SPECIAL DAY OBSERVANCE.

The introduction of Old Glory has given an impetus to the observance of special days which was almost wholly lacking before, and many schools have for the first time in their history begun special day exercises during the present year.

PROFESSIONAL TRAINING.

I may say that practically we have no special training for the teachers of our county, only such as an occasional institute may afford; and, while institutes may be good, yet our experience is that they are inadequate to prepare the teacher to face the everyday problems that confront him in the schoolroom.

It is to be regretted that each county could not have a model school for the training of teachers, coupled with a legal requirement that each teacher having no other special training should attend such model school before attempting to teach. Our Canadian brethren have just such schools, then why can we not have them?

Gustin, Mich.

ALGER COUNTY.

H. W. SCHALL, *Commissioner*.

TEACHERS' MEETINGS.

This county is so large and the schools located at such distances from each other that it is almost impossible to hold teachers' meetings, but many of the teachers have supplied themselves with the books for reading circle work.

SCHOOL-ROOM DECORATIONS.

Great care has been taken to decorate the school-rooms, there being scarcely a school in the county without flag or other decorations.

SPECIAL DAY OBSERVANCE.

Special day exercises were held by many of the schools.

PROFESSIONAL TRAINING.

Our teachers are doing well in preparing themselves professionally. The attendance at the teachers' institute was good and regular; nearly all read one or more educational journals, and many follow the reading circle work.

LIBRARIES.

Our schools are, as a general rule, entirely without libraries. This is one of the things teachers and pupils keenly feel the need of.

GENERAL.

The outlook of educational work in the county is favorable. The schools are making rapid advancement, but we deplore the fact that good schools and free text-books fail to induce many pupils to attend school. An effort has been made to injure the truant law, which has been partially successful; but, on account of the apathy on the part of some truant officers, some children have failed to receive proper instruction.

Grand Marais, Mich.

ALLEGAN COUNTY.

J. W. HUMPHREY, *Commissioner*.

I am pleased to report that the work of the past year has been quite satisfactory. Our teachers are earnest and faithful in their work. The demand for better qualifications has been an inspiration to better

preparation and more thorough work. While the inclosed report shows a decrease in our teaching force, still the supply exceeds the demand.

READING CIRCLE.

About one-half of our teachers take the reading circle work, many taking but one book upon methods. For the ensuing year the plan is to work by townships, as it interferes with the meetings of our educational clubs, if a review of the work is attempted there.

TEACHERS' AND PATRONS' MEETINGS.

During the past year fifteen such meetings have been held and were, I believe, productive of much good. They are a stimulus to local school work, an aid in the enforcement of the compulsory school law, and an easy means of holding counsel with teacher and patron. They will be continued.

SCHOOL-ROOM DECORATIONS.

Our teachers have, almost without exception, taken an interest in making the school-room and grounds attractive. Pictures of prominent Americans and small flags form a conspicuous part of the decorations. Patrons as well as pupils take an active interest in beautifying house and grounds where the teacher takes the lead.

SPECIAL DAY OBSERVANCE.

Arbor Day and Memorial Day are now very generally observed by both our village and rural schools, while many also observe other days of special importance. Public exercises suitable for the occasion are held, in which the patrons take an active part.

PROFESSIONAL TRAINING.

Very few of our teachers have received what may be termed "professional training," which is so desirable; yet I believe our teachers are better prepared for their work than were those of five or ten years ago. The demand for better work has caused our teachers to take advantage of such helps as reading circles, institutes, summer normals, teachers' meetings, etc.

"How to secure and retain competent teachers" is the all important question. All systems of education that do not look primarily to the teacher are, in my opinion, a failure. We are looking toward three qualifications for our teachers:

1. A thorough knowledge of the subjects to be taught.
2. Aptness to teach.
3. A desire to improve.

With these we can expect at least a good degree of success. Without them no amount of special training will be of value.

LIBRARIES.

We are glad to report that many of our districts now have small working libraries, the books largely selected from lists prepared by the State department. We confidently expect that many more will make a begin-

ning at the next annual meeting. There can be no question as to the value of such libraries in teaching geography, history, and literature. As a rule the books are well cared for and wisely used.

GENERAL.

The schools of our county are now, with very few exceptions, well supplied with apparatus, maps, charts, globes, etc. There is an increased interest in grade work, both by patrons and pupils. Nearly 300 took the spring examination for eighth grade diploma, about one-half of whom were successful. Closing exercises are held in nearly all schools where there are pupils who complete the course.

Wayland, Mich.

ALPENA COUNTY.

JAS. A. CASE, *Commissioner.*

TEACHERS' MEETINGS.

We have no teachers' reading circles or patrons' meetings in this county.

SCHOOL-ROOM DECORATIONS.

The majority of our school-rooms are conspicuous for the absence of decoration. Occasionally a few mottoes and pictures adorn the otherwise dreary walls.

SPECIAL DAY OBSERVANCE.

Special days are too often observed by closing the school for the day, not even the flag being hoisted.

PROFESSIONAL TRAINING.

I regret to say that few of our teachers are able to defray the expense of professional preparation. A few devote their spare time to such preparation; but many, if they can afford it, prefer the "bike."

LIBRARIES.

Only two or three schools in the county have libraries. They should all have them.

GENERAL.

Notwithstanding the above, our schools are in a fairly prosperous condition.

Alpena, Mich.

ANTRIM COUNTY.

J. R. JENKINS, *Commissioner*.

In making this report, the first thing I must do is to acknowledge that I have not done as much work as the office of commissioner requires. This office has always been held in this county by one who at the same time is superintendent of one of the graded schools. I am not an exception, and for this reason am not able to report as much work done as I would like.

TEACHERS' AND PATRONS' MEETINGS.

During the past year a large number of the teachers have done the reading circle work, many of them doing the work by themselves, not finding it convenient to join with one of the four prosperous circles. As to "Teachers and Patrons" meetings we have had four of them, all of which were held, I might say, in the back woods in the log school-houses. These meetings were well attended and I find were not without good results, producing harmony and unity where strife and anarchy prevailed. I am convinced that they are of more value than meetings of any other character; and it is my purpose, now that I have resigned as superintendent of Mancelona schools, to hold many such meetings during the coming fall and winter.

SCHOOL VISITATION.

My visits to the schools were necessarily short; but, as far as I could find, most of our teachers are doing very nice work.

SPECIAL DAY OBSERVANCE.

Special days are quite well observed.

LIBRARIES.

But few of our district schools have libraries of any kind.

GENERAL.

I find that many districts have plenty of working material,—maps, globes, etc.—and plenty of trash which is never used or rather cannot be used in the ordinary district school. Too many of our school officers have been victims of the traveling agent. My work during the coming year will be school commissioner, and I promise you a better report next time.

Mancelona, Mich.

ARENAC COUNTY.

JULIA A. INGLIS, *Commissioner*.

READING CIRCLE.

Reading circle work is not in as prosperous condition as we would like, though some teachers are following the course singly with a steady perseverance.

TEACHERS' AND PATRONS' MEETINGS.

The teachers' institute this year was well attended and the attendance regular. I think it was productive of much good, especially to young teachers. The teachers' association held four meetings at different points in the county, nearly all teachers attending the same. These meetings were conducive to a better feeling between teachers and patrons. The teachers' examinations have not been so largely attended as during the previous year, although a great many write for standing and the work done by applicants shows a marked improvement.

SCHOOLS AND SCHOOL-ROOMS.

We have in this county four districts with forty-four departments in all. School-houses as a rule are comfortable and well ventilated. Only one school-house in the county has the old, homemade seats; and there is one small log house, seated and equipped in good style for work. There has been a marked advancement along the line of decorating school buildings.

TRUANT LAW.

In the villages the work of the truant officer is well attended to, but the outlying districts do not enforce it very thoroughly. The efficiency of this law resulted in an extra department in the villages of Standish and Sterling.

EIGHTH GRADE EXAMINATIONS.

We have held two this year, with twenty-eight pupils passing.

SPECIAL DAY OBSERVANCE.

These days are usually red letter days in all the districts, the teachers aiding the children and patrons to celebrate the same.

"OLD GLORY."

Every school in the county except four has a flag, some having an excellent one.

EXHIBITS.

Only three schools put anything on exhibition last year at the county fair, owing to dissatisfaction with the management of previous years. We hope to see a better exhibit the coming year.

PROFESSIONAL TRAINING.

There is a marked tendency in this county to hire only experienced teachers or those having had some Normal training. The patrons are requiring better teachers than ever before, and this means better schools. There has been a lack of such teachers, but they are rapidly filling in the different schools. Of course this means that the seventeen-year-old teacher just finishing the eighth grade and having no experience is out of a school, but the school is a gainer.

GENERAL.

I take this opportunity of thanking the Board of Examiners for their consideration; and to the patrons will say that the schools, on an average, were never in a more prosperous condition.

Sterling, Mich.

BARAGA COUNTY.

M. J. McKANNA, *Commissioner.*

READING CIRCLE.

A Teachers' Reading Circle was first organized in this county in October, 1894. The books prescribed for last year were wisely selected, and I am confident that much benefit was derived by many of our teachers who read them.

TEACHERS' AND PATRONS' MEETING.

Our county institute was held at Baraga, in October; and, notwithstanding that the weather during the greater part of the week was very unpleasant, every teacher in the county, excepting one, turned out and attended every session. Two evening lectures were given during the week and both were well attended by teachers, patrons, and school officers.

SCHOOL-ROOM DECORATIONS.

In all the villages and larger districts of the county the school-rooms are appropriately decorated with patriotic pictures, flags, etc; and even in the remote districts, although it is sometimes hard to awaken an educational sentiment, I find the teachers anxious to decorate their school-rooms as best they can. Occasionally I find the blackboards covered with decorations; but, although I am always glad to see a school-room made as pleasant and homelike as possible, I do not think that our schools have any blackboard space that cannot be profitably used for school work.

SPECIAL DAY OBSERVANCE.

Special days are generally observed by having exercises consisting of patriotic recitations and songs, after which school is dismissed for

the remainder of the day. In districts where the school grounds are inclosed, flowers and trees are planted on Arbor Day, and on Memorial Day pupils take part in decorating the soldiers' graves and other appropriate exercises.

PROFESSIONAL TRAINING.

There is an increasing demand for professional teachers in this county. The number of teachers writing on examinations has decreased more than half during the past two years. There were only three failures for certificates the past year, while two years ago more than two-thirds of those who wrote on the examinations failed. Teachers are beginning to see that they must either keep abreast of the times or drop out of the profession.

LIBRARIES.

There is a library in every township, and a few of the smaller districts started one during the past year. There is no doubt but that the working school library and young people's reading circle are among the most important educational forces at work in the State today. I hope to see many more of our districts start libraries next year.

GENERAL.

There seems to be a better and more progressive class of teachers, and better schools in the county this year than ever before. I attribute this partly to the great impulse given our educational system by our State superintendent, and hope to see as much interest taken, and as much advancement made in the public schools of this State during the next four years as has been made within the past four.

Baraga, Mich.

BARRY COUNTY.

FLORA J. BEADLE, *Commissioner.*

While I take pleasure in submitting a report of the schools in Barry county, yet I feel that there is still room for improvement. In the main I am able to report a prosperous school year, and a substantial gain in many directions.

READING CIRCLE.

The Reading Circle work has been a source of great good and inspiration to the teachers of Barry county. We have ninety-four recorded members, with study circles organized in different parts of the county. The work for the year has been outlined in the office and submitted to the teachers, they receiving recognition for the same upon the filing of satisfactory reports of the work done. Many of the circles have been attended not only by teachers, but by the older pupils and patrons as well.

TEACHERS' AND PATRONS' MEETINGS.

Four regular Teachers' Associations have been held at different points in the county, which have been largely attended by both teachers and patrons, so much so as to tax the seating capacity of rooms provided, to the utmost. Aside from the regular associations, some township meetings have been conducted in which a lively interest has been manifested. These, together with the reading circles, constitute the work in this line during the year.

SCHOOL-ROOM DECORATIONS.

I believe the surroundings of the schools to be almost as important as of the home itself, and have striven to impress this idea upon the mind of teacher and parent; and much work has been done along the line of school-room decoration,—much care is taken by the live, earnest teachers in making the school-rooms attractive. The stars and stripes float over the majority of our school-houses, and pictures of prominent Americans adorn the walls.

SPECIAL DAY OBSERVANCE.

Many special days—poets' days, birthdays of national men, and notably Arbor Day and Memorial Day, have been observed in our schools during the past year. The Arbor Day observance resulted in the planting of about two hundred trees upon the school grounds, cleaning and grading of yards, making of flower gardens, etc. And, best of all, pupils have been made to feel that what they have done on occasions of special days has been of enough importance to attract from their vocations the elders of the community.

PROFESSIONAL TRAINING.

The large majority of our teachers use every available means for furthering their advancement in their chosen profession; still, deplore it as we may, the fact remains that some teachers will move ahead only as they are compelled to. The enrollment and per cent of attendance at our '95 institute have never been excelled, if equalled, in this county; and this spirit of striving and accomplishing has characterized the work of the large majority of our teachers throughout the year. The one great need of our teachers is a thorough grounding in the elementary and essential principles of educational psychology. The many know *what* to teach, but not *how* to teach.

LIBRARIES.

Out of the 146 districts in Barry county, 91 have made a start toward the establishing of working school libraries. Many of them are small, but they will serve as a nucleus. A plea has been sent each district, requesting that at least \$5 be voted this fall for the district library. In many districts wide-awake teachers have given substantial aid, by means of socials and exhibitions, toward the library fund; and the earnest efforts of the commissioner have especially been given this branch of the work.

GENERAL.

In general I will say that every school in the county has been visited once, many of them twice, some even a third time. Visits, with few exceptions, have been one-half day in length and as helpful as I could make them. Eighth grade examinations have been held in various parts of the county, at which 196 boys and girls have written, 126 having received diplomas therefrom. Graduation exercises have been held in many schools from which diplomas were granted, thus making them mean more to the receiver as well as to the pupils to come. A school exhibit was made in connection with the county fair, which was commendable indeed. A second exhibit will be made this fall in connection with our October inspiration institute. Examination questions for all grades have been twice sent from this office during the year; I believe they have done much toward unifying the work in the districts and holding teachers to the State Manual and Course of Study. Three new school-houses have been built, many others repaired, much apparatus purchased, and a good healthy school sentiment prevails throughout the county.

Hastings, Mich.

BAY COUNTY.

J. W. SMITH, *Commissioner.*

PROFESSIONAL TRAINING.

A year's observation has convinced me that, as compared with those in which I taught twenty years ago, the rural school of today is better equipped with school apparatus, employs the same teacher for a greater length of time, is better classified, and has even made some progress towards a proper grading. The weak point, however, is in the teaching force. It is true that a small percentage do very well, some of them surprisingly well, when we consider the difficulties with which the teacher has to contend; but this is not the rule. The great majority of the teachers have had no professional training, and a considerable number no academic training outside the district schools. Some benefit has been derived from the instruction given in the summer normals and the institutes have also helped; but the provisions for giving professional instruction are inadequate to the demands and should be increased.

'TEACHERS' AND PATRONS' MEETINGS.

By far the most important and helpful meeting was one held in September, upon invitation of the commissioner, by the county school officers at the court house. A great majority of the officers were present, school problems were discussed, recent school legislation was explained, and all present seemed to enter heartily into the spirit of the work. So successful was this meeting that it is proposed to hold another of like

character in connection with the coming county institute in August. Well attended meetings were also held in several of the school districts, at which considerable enthusiasm was manifested.

GENERAL.

It occurs to me that the authority of the township board of school inspectors over the district boards might well be increased. I have found the affairs, financial and otherwise, of some of the districts in bad shape. As a rule this was due to carelessness and lack of knowledge, but in some cases there was at least a suggestion of dishonesty. Whatever the cause may be, the condition ought to be remedied in a more simple and expeditious way than by an appeal to the courts; and the board of school inspectors would not find the task at all burdensome.

What the district schools of nearly every township in this State need just now is to be reduced to a system. At present they are little more than a disjointed collection of schools, some good, some bad; but whether good or bad, they have no chain of interdependence and nothing to look forward to for the next step in a higher course than the neighboring city school. In the same sense in which a city system of schools may be said to exist, there is no such thing as a system of district schools in Michigan. There ought to be, and under proper conditions there would be, enough pupils in every township containing four or five hundred children of school age, to give employment to at least one teacher, who should give all his time to the advanced classes. For the accommodation of these pupils, there should be erected in the center of the township, as nearly as may be, a school known as the township high school. The course of instruction should contain all those branches that are necessary to prepare the pupil to enter the State agricultural college. The pupils who graduate from this township high school should be admitted to the Agricultural College without further examination. If their township high school should be placed under the charge of the township board of school inspectors, we should then have a system which would combine, and it seems to me happily so, the township unit and the district system.

Bay City, Mich.

BERRIEN COUNTY.

ERNEST P. CLARKE, *Commissioner.*

READING CIRCLE.

The reading circle work of the past year compared very favorably with that of the preceding year, although the plan of study differed materially. Five townships organized circles which were conducted in the usual manner. The remaining townships took White's School Management into the township institutes, where the opinions of the author regarding the "end of education," "conditions of easy control," "school

discipline," "punishments," "mechanical devices," etc., were presented and freely discussed by both teachers and patrons. This plan proved very satisfactory with the above named book. Those that cared to study the botany did so at home. The reading circle is doing much for our teachers professionally, and the course next year will certainly prove of much value in the line of general culture.

TEACHERS' AND PATRONS' MEETINGS.

Fifty-four township teachers' and patrons' meetings were held in the county during the year. Early in the year the commissioner sent out circulars appointing dates for meetings and outlining the work, and when possible took part in the meetings. The place of meeting was changed from time to time so that each district in the township had at least one meeting during the year. This feature proved a valuable one, as many patrons will not attend such institutes unless they are brought home to them. The average attendance of teachers was twelve. The attendance of patrons was generally good, and in many institutes they took the lead in presenting papers and in the discussion of educational topics.

The success of these meetings was marked and served to place school questions and school affairs prominently before the people of the district, and lead them to keep in touch with teachers and to labor with them to improve the condition of their schools. We must first create a sentiment in favor of higher standards for teachers and schools, before we can expect patrons to vote for progressive measures at the annual school meetings. County associations cannot bring this about, because patrons do not attend these meetings; but in institutes brought home to the patron where the program is "heart to heart talks" on school measures and educational topics vital to the interests of each patron, the result is an enlightened public sentiment that will make for better schools. Several districts have been led to adopt free text-books as a result of the favorable discussion of the topic in these institutes.

In April a series of four "round-up" institutes conducted by the commissioner were held and drew large audiences. As educational factors and creators of healthier school sentiment, the township institutes deserve special encouragement and support.

SCHOOL-ROOM DECORATIONS.

Considerable has been accomplished in this line. About fifteen of the districts had their school-room walls neatly papered, which proved a pleasing relief to those who had been obliged for years to gaze on dingy, cracked walls. Small flags are prettily arranged on the walls in some school-houses; and portraits of Washington, Lincoln, Longfellow, Pattingill, etc., are becoming more common, and now lend their inspiring influence to many schools. The premiums selected by the commissioner for school exhibits at the fair consisted largely of decorations, and their presence in the school-room has been very suggestive to teachers and patrons. This subject will receive due attention the coming year.

SPECIAL DAY OBSERVANCE.

We believe that the custom of laying aside school work and substituting appropriate ceremonies and exercises on special days not only intro-

duces a pleasing variety into the school routine, but serves to inculcate many instructive and inspiring lessons in the minds of our boys and girls. Such days as Thanksgiving, Christmas, Feb. 12, Feb. 22, May 30, and a few author's birthdays that come within the school year, should not be passed over without fitting observance. They should not be considered by teachers or pupils simply as "days off" from school duties. Some school boards make the time clause in the teacher's contract read days instead of months, thinking they can compel the teacher to make up "lost days." Even if this contract will not stand a legal test, boards often have justice on their sides. Teachers that do not lead their pupils properly to observe special days, should not be allowed these days as holidays. There are very few schools in the county that did not have special day exercises, but there is room for much improvement in this respect.

PROFESSIONAL TRAINING.

There should be a law that would compel every would-be-teacher to obtain at least one year's normal training before he is allowed to teach the future citizens of our Republic. Before teaching can be raised to the dignity of a profession, teachers must be compelled to make preparation for their important work.

LIBRARIES.

There are one hundred sixteen districts in the county that have established school libraries. One hundred of these have been formed during the past two years. The total number of volumes in these libraries is 4,216. The number of volumes purchased during the two years is 3,186. City school libraries are not included in this record.

To awaken a greater interest in school libraries, provide a list of suitable books for them, and to present the subject of supplementary reading to teachers and guide them in the selection of books for the different grades, we prepared and published in pamphlet form a list of two hundred forty books, with one hundred fifty of them carefully graded. Nearly all of the books selected for school libraries were taken from this list, so trashy or unsuitable books have not crept into our libraries. Books are provided for all grades of the school. The interest in school libraries has continued unabated during the past year; new libraries were formed and old ones enlarged. Teachers speak in the highest terms of the added interest in school work by the introduction of good, wholesome literature; and the broadening, elevating, and refining influence of this reading cannot be over-estimated.

SPECIAL DAY OBSERVANCE.

Arbor Day was quite generally observed by the schools this year. Pattengill and Clarke trees are quite numerous. The day set should be at least two weeks earlier.

GENERAL.

In September a county school exhibit was held in connection with the county fair. Eighty-seven schools sent exhibits, and \$60 worth of apparatus and school-room decorations were granted as premiums.

Many schools attended in a body. The enthusiasm created was unexpected, and the school exhibit was the center of interest and attraction. Preparations have been made for another exhibit next September.

The inspiration institute held in Benton Harbor in January deserves special mention, as the prominence of the instructors, the character of the instruction, and the large attendance made it the greatest educational meeting ever held in the county. The benefit derived by teachers and schools from this meeting is beyond measure.

We are glad to report improvement and progress along nearly all lines in our educational field.

St. Joseph, Mich.

BRANCH COUNTY.

M. W. WIMER, *Commissioner.*

READING CIRCLE.

The year's reading circle work haunts me. We have done a large amount of work, but it has been in a sort of disconnected wholes. I am sure we had sixty who did the work, in whole or part, individually; but I gave my time to the schools and the matter of spelling and reading to such an extent as to leave the circle work undone. I am now planning the work for the coming year, and expect to have it in good shape by the time the institute closes.

TEACHERS' AND PATRONS' MEETINGS.

These meetings have been a success, with the exception of the Branch County School Officers' Organization.

SCHOOL-ROOM DECORATIONS.

On the part of pupils and teachers the school-room decorations have been very satisfactory. It has been a grand factor this spring.

SPECIAL DAY OBSERVANCE.

The observance of special days is far beyond any previous record. Something like 75 per cent planted trees or had exercises on Arbor Day. A large per cent had exercises on Memorial Day, while other days received special notice.

PROFESSIONAL TRAINING.

Professional preparation is lacking. This is accounted for by the fact that so many are seeking to gain a good knowledge of the subjects taught in the common schools.

LIBRARIES.

There are but few working libraries.

GENERAL.

I have spent considerable time in directing the work of teachers' clubs, which had for their aim better preparation, preparatory to second grade certificates. As you will notice I have spent most of my time visiting schools and getting acquainted, nearly every school being visited a second time. In the last examination we had a large number of applicants for second grades, and I believe we shall be able at the August examination to issue a large number of this better grade, and good ones, too. It seemed to me in the last examination you had a plan, and that was to make the second grade questions of such a nature as to induce more of the third grade teachers to try. The questions received the highest commendation, especially the additional branches.

Coldwater, Mich.

CALHOUN COUNTY.

A. G. RANDALL, *Commissioner.*

PROGRESS.

The work of the district schools in Calhoun county during the past year has been highly satisfactory. Improvements are noted in the following: (a) more painstaking work upon the part of teachers; (b) more interest manifested by patrons and school officers; (c) better care of school property; (d) a disposition to conform to the law in the matter of furnishing apparatus and necessary supplies; (e) higher ideals and more enthusiasm upon the part of pupils, patrons, teachers, and school officers; (f) more attention to the hygienic surroundings of school premises.

GRADE EXAMINATIONS.

Two eighth grade examinations have been held during the year attended by 127 candidates. Of the number attending, 90 passed the required test and received diplomas. It would seem advisable to change the time of the spring examination and place it earlier in the month of May, as very many schools close before the present date announced by the State department.

EXHIBITS.

For two years past a county fair school exhibit has been one of the interesting and profitable features of school work. The effect upon the schools of the county has been salutary in a marked degree, giving new life and increased interest. The coming fall will witness a marked change in the plan of the exhibit, fully set forth in the circular appended:

SCHOOL EXHIBIT FOR CALHOUN COUNTY FAIR, SEPTEMBER, 1896.

The school exhibit at the county fair for two years past has been one of the leading and most interesting features of the display. It has

become an established fact in many of the leading counties of the State that school exhibits are valuable incentives to careful and painstaking school work, and so it is proposed to continue this feature in Calhoun county. It is deemed wise to vary the plan of the exhibit somewhat from that of previous exhibits, to give novelty and increased interest, especially in the matter of prizes. Instead of awarding prizes to schools as heretofore, they will be given to individuals, in the main. This will give an opportunity for all pupils and teachers to compete, whether their respective schools are represented or not.

Special prizes will be given to schools for general work as outlined in the premium list. It will be noticed that the exhibit is not confined to as narrow lines as heretofore, thus giving an opportunity to exhibit anything that bears upon the subject of education and the work of the public schools.

There will be four divisions of exhibits:

FIRST DIVISION, I.—City and village schools of more than four teachers.

SECOND DIVISION, II.—Village schools of four teachers and less.

THIRD DIVISION, III.—District schools.

FOURTH DIVISION, IV.—Special work.

DIVISION I.

City and Village Schools of More than Four Teachers.

This division will be grouped in three sections:

Section A.—High Schools.

Section B.—Grammar Departments.

Section C.—Primary Departments.

High School Division.

	First prize.	Second prize.
1. Best botanical drawing.....	\$1 00	50c
2. Best original problem and demonstration in geometry..	1 00	50c
3. Best drawings in physiology showing structure of bones, heart, muscles, the ear, the eye.....	1 00	50c
4. Best piece of physical apparatus.....	1 00	50c
5. Best piece of chemical apparatus for experiment and use (original)	1 00	50c
6. Best six mounted botanical specimens.....	1 00	50c
7. Best examination paper upon "The Study of Lan- guage" in English, French, Latin, or German.....	1 00	50c
8. Best piece of original apparatus in physics.....	1 00	50c
9. Best literary criticism on Lowell.....	1 00	50c
10. Best plan of school-house drawn by student.....	1 00	50c

Grammar Grades.

1. Best map of Michigan.....	\$1 00	50c
2. Best relief map of United States.....	1 00	50c
3. Best set of examination papers in grammar, history and arithmetic.....	1 00	50c
4. Best sample free hand drawing.....	1 00	50c
5. Best sample vertical penmanship written from pream- ble of the constitution of the United States.....	1 00	50c

COUNTY COMMISSIONERS.

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	First prize.	Second prize.
6. Best essay on Horace Mann.....	\$1 00	50c
7. Best business letter.....	50	25c
8. Best original poem.....	1 00	50c
9. Best weather chart.....	1 00	50c
10. Best sample mechanical drawing.....	50	25c

Primary Grades.

1. Best sample color work.....	\$0 50	25c
2. Best card paper folding.....	50	25c
3. Best map Calhoun county.....	50	25c
4. Best reproduction story.....	50	25c
5. Best one page sample number work.....	50	25c
6. Best sample design in sewing.....	50	25c
7. Best sample study in clay, wood, or wax.....	50	25c
8. Best original composition.....	50	25c
9. Best sample paper cutting.....	50	25c
10. Best set of original problems.....	50	25c

DIVISION II.

Village Schools of Four Teachers or Less.

This division will be grouped in four sections:

Section A.—High Schools.

Section B.—Grammar Departments.

Section C.—Primary Departments.

High School Division.

1. Best piece of original apparatus.....	\$1 00	50c
2. Best relief map.....	1 00	50c
3. Best drawings showing formation of the earth's crust..	1 00	50c
4. Best drawings showing organs of respiration.....	50	25c
5. Best drawing of the nervous system.....	50	25c
6. Best botanical drawing.....	50	25c
7. Best botanical collection.....	1 00	50c
8. Best drawing of school apparatus.....	1 00	50c
9. Best original poem.....	1 00	50c
10. Best essay on Whittier.....	1 00	50c

Grammar Grades.

1. Best outline map.....	\$0 50	25c
2. Best relief map.....	1 00	50c
3. Best specimen penmanship.....	50	25c
4. Best examination papers in geog., arith., U. S. history.	1 00	50c
5. Best business letter.....	50	25c
6. Best drawing from nature.....	50	25c
7. Best drawing illustrating the circulation of blood....	50	25c
8. Best diagram of the first paragraph of the Declaration of Independence.....	50	25c
9. Best essay on Longfellow.....	1 00	50c
10. Best and most complete map of Calhoun county.....	50	25c

DEPARTMENT OF PUBLIC INSTRUCTION.

Primary Grades.

	First prize.	Second prize.
1. Best sample design in sewing.....	\$0 50	25c
2. Best sample paper cutting.....	50	25c
3. Best sample color work.....	50	25c
4. Best reproduction story.....	50	25c
5. Best one page sample number work.....	50	25c
6. Best card of paper folding.....	50	25c
7. Best written letter.....	50	25c
8. Best sample of modeling in clay or wax.....	50	25c
9. Best collection of leaves (mounted).....	50	25c
10. Best map of a township.....	50	25c

DIVISION III.

District Schools.

1. Best relief map of United States.....	\$1 00	50c
2. Best map of Michigan.....	1 00	50c
3. Best township map of Calhoun county.....	1 00	50c
4. Best drawings in physiology.....	1 00	50c
5. Best sample penmanship by pupil 13 years old or under	50	25c
6. Best sample penmanship by pupil over 13 years old..	50	25c
7. Best set of six sentence diagrams.....	1 00	50c
8. Best complete set examination papers above fifth grade	1 00	50c
9. Best six samples of number work.....	1 00	50c
10. Best six samples of form studies in clay, wood, or wax..	1 00	50c
11. Best business letter.....	50	25c
12. Best essay on district schools.....	1 00	50c
13. Best six botanical samples.....	1 00	50c
14. Best collection of samples of grains of Michigan.....	1 00	50c
15. Best collection of woods in Michigan.....	1 00	50c
16. Best collection of soils of Michigan.....	1 00	50c
17. Best six samples busy work.....	1 00	50c
18. Best collection of leaves, (mounted).....	50	25c
19. Best original apparatus.....	1 00	50c
20. Best drawing of a country school-house.....	1 00	50c

SPECIAL—DIVISION IV.

1. Best display of school apparatus from country school..	\$2 00	\$1 00
2. Best display of apparatus from village or city school..	2 00	1 00
3. Best artistic drawing.....	2 00	1 00
4. Best banner.....	2 00	1 00
5. Best United States flag.....	2 00	1 00
6. Best photograph of school-house and grounds.....	1 00	50
7. Best history of a school district by a teacher.....	2 00	1 00
8. Best essay on "School Management" by a teacher....	1 00	50
9. Best original poem by teacher.....	1 00	50
10. Best general school exhibit.....	2 00	1 00

Recreation and Sports.

	First prize.	Second prize.
1 mi. bicycle race for boys 15 years old and over, best 2 in 3.	\$2 00	\$1 00
1 mi. bicycle race for boys under 15 years, best 2 in 3....	2 00	1 00
100 yd. foot race for boys under 15 years.....	1 00	50
100 yd. foot race for boys under 15 years.....	1 00	50
Wand drill	3 00	1 50
Broom brigade.....	3 00	1 50
School making finest appearance in parade.....	3 00	1 50
Base ball.....	5 00	2 50

DIRECTIONS.

1. The contest is open to all pupils and schools in the county. No entrance fee will be charged.

2. Each piece of work must be plainly marked with the name, age, address, number of district, and township of pupil or teacher.

3. Examination work and diagrams should be on good, heavy examination paper.

4. Maps should be on card board 11x14, 14x28 inches.

5. Drawings upon same sized paper as maps.

6. A pupil may prepare work and compete for prizes in all classes of exhibits of a section.

LOCAL HISTORY.

Perhaps no movement of recent years has created as much interest and produced such excellent results as the "local history" movement. Early in the fall of 1895 teachers were urged to give much attention to matters pertaining to the settlement of the various communities of the county, especially the establishment of schools. The plan soon developed into a regular organized effort to "write up" every district of the county. The work was attempted by the teachers, assisted by their pupils, under the direction of the commissioner.

About 50 per cent of the districts in the county were written up, bringing to light much of the early history of the county that lingered dimly in the memories of the oldest inhabitants, and which in a few years would have been buried in oblivion. To show what may be done in this line the history of a district is given below:

HISTORY OF DISTRICT NO. 7, FRACTIONAL, BATTLE CREEK AND LEROY.

[The following history of school district No. 7, fractional, of Battle Creek and Leroy, was written by Bertie Hart, tenth grade, aged 16 years. The present teacher is Mrs. Hattie Gould.]

But little over a half century ago the land comprising District No. 7 Fr., Battle Creek and Leroy, was covered with a dense forest, with here and there a small clearing and log cabin. The first permanent settlers within the limits of the district were Isaac Hiscock, who located in 1837, and Daniel Beadle, who came in 1839. Others followed, among whom were Samuel N. Hyde, Moses Rolfe, Fayette Gould, William Porter, Lorenzo Hunt, and A. J. Hathaway. Of these Mr. and Mrs. Fayette Gould, Mrs. Isaac Hiscock, and Cyrenus Rolfe alone remain. The first two still reside in the district.

Before this district was organized the children of some of these families attended school at a distance of two or more miles from home. As

this was very inconvenient the people decided to have a school nearer. Accordingly, on Sept. 28, 1846, the district was organized. It comprises Secs. 4, 5, and part of Sec. 9 in Leroy, with Sec. 32 and part of 33 in Battle Creek, in all nearly four square miles.

The first school meeting was held Jan. 23, 1848, at which the following officers were chosen: Isaac Hiscock, director; Samuel N. Hyde, moderator; Fayette Gould, assessor.

The first school-house, a log one, was built by the residents, the more anxious ones furnishing most of the timber and doing the greater part of the work. It contained one room 18 feet square, and was situated in the southeastern part of Sec. 32 of Battle Creek, on the opposite side of the road from the present one. The first school census showed twenty-five children of a school age in the district. The first school was taught by George W. Annis; Mr. Daniel Beadle, one of the patrons, sending eight of the pupils. During the first years of school, trees were blazed along the way that the children might not get lost in the forest while going to and from school.

The present house, which is 24 by 36 feet, was built in 1858. When the site was being considered, quite a controversy arose between the residents of Battle Creek and those of Leroy, the latter wishing very much to secure it in their own township. Battle Creek gained the day, however, and the site was located in the southwestern part of Sec. 33 of that township, on the farm of Daniel Beadle. The house was built by Fayette and Joseph Gould, for the sum of \$462.50.

The salary of the first teacher, who of course "boarded around," was only \$10 per month, whereas the present one receives \$30 per month.

Among those who have attended school here, twenty-two have since taught primary school, five have taught music, and one became a minister of the Gospel.

There being no church in the neighborhood, the school-house was used for all religious and literary meetings. Several years ago a Farmers' Alliance was held here, which at last was simply a literary in fact, though still an alliance in name. The pupils were much interested and took a large part in the exercises. Though the alliance is held no more, still the spirit remains, and is manifested in two small literary societies, the "Pansies" and "Sweet Peas," whose members are all pupils of this school.

The school is comparatively well equipped; for, though lacking a globe and reading chart, nearly everything else is provided, including maps, an unabridged dictionary, a county atlas, and a fine flag. The last was earned by the pupils, who are very proud of it.

The surface is rolling and rather hilly, and the soil generally fertile. The chief occupation is agriculture and stock raising. Of late market gardening and fruit raising have assumed pre-eminence. There are now four large gardens that run wagons regularly during the season, besides several smaller ones.

The valuation of the district is now \$62,725. The population at present is 110; of these 29 are of a school age and 24 are enrolled in the school register as pupils.

Tekonsha, Mich.

CASS COUNTY.

CHESTER E. CONE, *Commissioner*.

READING CIRCLE.

Early in the year ten district associations were organized. These districts, in most cases, coincided with townships. The plan was to meet at least once a month for the purpose of discussing the reading circle work and other topics of interest to teachers and parents, and to display work done by pupils. We hoped to interest patrons in our work and raise the educational sentiment to a higher standard by holding such meetings around in the several districts of the townships. Some of the organizations were of short life, while others persisted to the end of the year with good results, closing with union picnics. Work of this character will be continued next year.

SCHOOL-ROOM DECORATIONS.

Quite an interest has been manifested by our teachers and pupils in the decoration of their school-rooms. Pictures, flags, plants, flowers, etc., have been effectually used to make the rooms pleasanter and more attractive.

SPECIAL DAY OBSERVANCE.

Special day exercises have been held to some extent.

PROFESSIONAL TRAINING.

Perhaps fifty per cent of our teachers read White's School Management during the year. Nearly all take educational journals. Our institute was well attended last year. Some have enrolled with correspondence normals; others have attended summer schools. The inspiration institute held in Dowagiac brought into our midst our worthy State superintendent, Dr. John Dewey, Prof. Fall, Miss Harris, and President Slocum, whose inspiration and tuition exerted an incalculable influence for good. The meetings of our county association have been well attended, spirited, and profitable.

LIBRARIES.

Libraries have been established in a number of the districts, in most cases by the efforts of teachers and pupils.

GENERAL.

There is a growing tendency to retain teachers for the entire year. The compulsory school law has been the means of better attendance, but lacks the efficiency in country districts that it has in the cities. The schools of the county are much better equipped with needed apparatus than ever before, due to the law which makes it the duty of the director

to purchase these supplies. The stars and stripes float in the breezes over sixty-three of our school-houses, ever teaching our girls and boys lessons of patriotism, valor, purity, vigilance, and justice.

Cassopolis, Mich.

CHARLEVOIX COUNTY.

FRANK H. RANNEY, *Commissioner.*

READING CIRCLE.

A large number of teachers took the reading circle work; and its good effects may be noticed in the better work done in the school-room and at the examinations.

SCHOOL-ROOM DECORATION.

Many teachers, especially the lady teachers, take considerable pains in the decoration of their rooms. A few evergreen branches, bright colored leaves, pictures, and potted plants, lend a wonderfully cheerful appearance to the otherwise unattractive school-room; and the influence is felt throughout the whole neighborhood in country districts.

PROFESSIONAL TRAINING.

The law limiting the number of third grade certificates has led many teachers to attend summer schools and normal institutes, thereby cutting down the attendance at the State teachers' institute; but those who did attend made up for the lack of numbers by energy and strict attention.

GENERAL.

It is very gratifying to me at the close of my third years' work as commissioner, to see the increased interest in school matters, the better class of teachers engaged in the work, and the selection of better men as members of the school boards. While there is still room for improvement and much to be done, I think, on the whole, we have good reasons for congratulating ourselves on the efficient work that has been done.

East Jordan, Mich.

CHIPPEWA COUNTY.

T. R. EASTERDAY, *Commissioner.*

The commissioner whom I succeeded was almost wholly employed as rector of his parish. I found, therefore, little unity of thought or action on the part of officers or teachers in our schools, and so have had

very hard work. My work is only in a formative condition. I have laid foundations for reading circles, and issued my mimeograph circulars on memorial days, I think to good purpose. I have indicated positively that Chippewa county is no dumping ground for those who failed to get certificates, or *raised the dates* (?) of expired certificates. It is understood that only teachers who are students need apply; that loyalty to this country is absolutely demanded, since the soldiers who will defend our honor are in our free schools. I arrogate to myself, with or without law, the place of commanding officer of the forces, and expect that obedience which robs no one of his individuality, but yet has unity of method and purpose in the whole work. In short, Chippewa county "will get there."

Sault Ste. Marie, Mich.

CLARE COUNTY.

E. D. PALMER, *Commissioner.*

PROFESSIONAL TRAINING.

While the showing of number of districts and qualified teachers is not great, there is a feeling prevalent among teachers and others interested in school matters that the standard of qualifications has been substantially raised during the past year; and, as a consequence, there is an earnest effort being made, not only by those who intend soon to be applicants for certificates, but also by those now holding certificates, to meet the demand for higher efficiency. There never was a time in this county when so many teachers and would-be teachers were taking up systematic study during vacations, and even carrying it on during term time.

READING CIRCLE.

In taking up the work of the commissioner's office last year I found that the teachers' reading circle work was being done in a rather desultory manner. Plans have been made so that for the coming year nearly every teacher will be doing the work of the circle.

TEACHERS' AND PATRONS' MEETINGS.

During the spring several teachers' and patrons' meetings were planned. Beginning with September these meetings will be held in regular order throughout the county. Much interest is being manifested in them.

SPECIAL DAY OBSERVANCE.

Arbor Day was very generally observed throughout the county, and in several instances the practical work done was quite extensive.

GRADING OF SCHOOLS.

The work of properly classifying the schools goes on, but not rapidly. It is retarded (1) by the lack of professional zeal on the part of some teachers; (2) the short school year in some districts of 5, 6 or 7 months; (3) the variety of text-books in different schools, a source of confusion to inexperienced teachers; (4) a false idea of economy on the part of the supervisors, who are not willing to audit bills for material (questions, etc.) necessary for systematic grade work.

GENERAL.

One source of gratification is the large number of teachers who have taught continuously through the year in the same district; another is the fact that school officers have begun early to select their teachers for next year. It is a pleasure to note that the "school column," which has been run by the commissioner in the five papers of the county, has contributed not a little to the improved school sentiment. Commissioner, school officers, and teachers expect to start in the "fall campaign" with redoubled energy.

Clare, Mich.

CLINTON COUNTY.

R. M. WINSTON, *Commissioner.*

SCHOOL SUPERVISION.

My best efforts during the past year have been along the lines of school supervision; and by the close of December, 1895, most of the schools in my county had been visited, weaknesses noted, and a circular issued to correct some of the general evils. Again in April, 1896, another circular called for complete reports in our classification registers, spring work in home geography, and review work properly to close the year's work. I still look upon supervision as the important work of the commissioner, I find that it is never completed; but a field always open for my best endeavors. I commend this work to the energetic attention of my fellow workers.

TEACHERS' AND PATRONS' MEETINGS.

We have held five meetings of this character, three of which were well attended by patrons. Our county teachers associations were enthusiastic meetings.

Prof. McFarlane of our State normal and Supt. Bemis of Ionia, aided our local talent in giving most excellent programs.

PROFESSIONAL TRAINING.

Recognizing the lack of professional training on the part of a large number of our teachers, we cause the programs of our teachers' meetings to be of such a character as will strengthen and add to the general stock

possessed by all. The strong aid the weak. The programs are developed from the results of the commissioner's visits, and also from the current educational thought of our progressive leaders. This year child study and geography were given much attention at all meetings, and also will receive more at the institute which will close our work for the year.

LIBRARIES.

Every school should have a school library (not a district library) to assist pupils in their work, to supplement the text-books, to bring to the pupils general facts and incidents from the world, to provide pleasant coloring for the dry details and principles characteristic and necessary in text-books. This library, then, should be one of reference, of literature, and one that will fit all grades.

I must say that hard times, foolish attempts at legislation, and patch-work methods thus far, have well nigh discouraged me. I hope to be able to use the law creating township libraries to aid me in getting a modified form resembling the district library, but having the circulating feature. This will give us a district school library under township management and perpetuated by township funds. I now have two townships in fair way to adopt such a library system.

READING CIRCLE.

Teachers in Clinton county prefer to select their reading matter, unless something is to be gained of a substantial character. If the Department of Public Instruction will recognize reading circle work in a more substantial manner, I think our teachers will respond.

GENERAL.

Our school-rooms are neater, cleaner, and better decorated each year, thanks to our live educational papers. Special days are observed, and teachers and pupils are more alive to the world around them. Our officers are buying apparatus; and all we need to perfect our plans is that one essential, good times.

St. Johns, Mich.

CRAWFORD COUNTY.

FLORA M. MARVIN, *Commissioner.*

GRADE EXAMINATIONS.

During the year I held two grade examinations. At the first fifteen took the examination, three of whom passed; at the second twelve out of fourteen applicants passed. Pupils appear to enjoy the plan, and both teacher and pupils are stimulated to do better work because of it.

SPECIAL DAY OBSERVANCE.

Many of our teachers and their pupils take great interest in the observance of special days, and make the occasion a season of general culture and enjoyment.

READING CIRCLE.

In the fall a circle was organized with a membership of 10; but, owing to the inability of members to be present, the interest soon died out and the circle disbanded. I believe, however, that most of the members pursued the studies at home.

SCHOOL-ROOM DECORATIONS.

Many of our school-rooms are tastefully, if not expensively decorated.

APPARATUS.

To all appearance agents have reaped a rich harvest in our county, for the school-rooms in many districts are overloaded with apparatus, much of which is practically worthless, in that it is not adapted to the needs and capabilities of the pupils. In many of these districts containing lavishly-furnished school-houses, the people are unable to maintain more than from two to four months' school, and in some places none at all.

TEACHERS' AND PATRONS' MEETING.

Owing to the facts that schools in our county are very widely scattered, traveling expenses high, and teacher's wages so low, no attempt has ever been made to hold these meetings.

SCHOOL SUPERVISION.

During the year I have visited all but one of the schools, being kept from that one by sickness, and nearly all of them twice. As a rule I have remained all day, and have endeavored to make my supervision as thorough as possible, making suggestions wherever they seemed needed. I found that, with the exception of about five schools, no attempt had ever been made towards grading. I supplied my teachers with State manuals and have urged the necessity for better work in this direction.

GENERAL.

The schools are in as good condition as can reasonably be expected, when we take into consideration the limited amount of schooling enjoyed by most of the children, and the youth and inexperience of many of our teachers.

Grayling, Mich.

DICKINSON COUNTY.

ED. L. PARMENTER, *Commissioner*.

GRADING OF SCHOOLS.

All schools have been graded in accordance with the State manual and course of study.

UNIFORMITY OF TEXT-BOOKS.

County uniformity was secured two years ago, and has been maintained to the great advantage of the schools and the convenience and effectiveness of supervision. The township unit system, which has been adopted in all townships of this county, has facilitated this and other measures that depend upon the action of the boards of education, as it leaves but a few of those bodies to be dealt with instead of many, as under the former system.

INSTITUTES.

The inspiration institute for Iron and Dickinson counties, conducted by Prof. W. H. Cheever of the Milwaukee Normal School, assisted by Col. Francis Parker, was such a success that a similar one will be held for the two counties at Crystal Falls the coming school year.

PROFESSIONAL TRAINING.

Our typical teacher is the high school graduate, fresh from school. While this gives us all that could be reasonably expected as to educational qualifications, yet it admits to the responsible position of teacher having charge of the bodies, minds, and souls of large numbers of little ones—a position well demanding the ripest experience and most thorough special preparation—inexperienced girls, untrained in the work of education, with characters unformed or but imperfectly developed, and therefore incapable of rightly forming those under their charge. Two years in the normal school after completing the high school course would supply, in a large degree, these deficiencies, and in the writer's opinion should be required of applicants, with salaries to correspond.

NEEDED LEGISLATION.

The township unit system is generally recognized to be a great improvement over the one formerly in force. Its weakest point in practice, as observed in this county, is the occasional election of all the members of the board from one village in the township, resulting in neglect of the rights of rival or remote communities. The obligation of establishing new schools, when plainly needed, should, we believe, also be provided for by appropriate legislation.

GENERAL.

While feeling that progress has been made, yet an enlarging sense of the needs and opportunities of our schools admits no feeling of satisfaction in what has been accomplished, but directs attention from the past to the future, where await such large opportunities for earnest, helpful work for humanity and the uplifting of the race by moulding that most plastic material, the child-mind, through right training and influences that may, nay, that must, if we do our duty, surround and direct it in school life and training.

Iron Mountain, Mich.

EATON COUNTY.

J. L. WAGNER, *Commissioner.*

The schools of Eaton county have had an unusually successful year; while the wages of teachers have perhaps been a trifle lower, the teachers have been fully as enthusiastic, and more so than in former years.

READING CIRCLE.

About one hundred teachers have joined the reading circle and have reported the books as satisfactory, and White's School Management of especial benefit to teachers in the work.

TEACHERS' MEETINGS.

The County Teachers' Association holds three meetings each year, and this year engaged for the first meeting the services of State Superintendent Pattengill, Dr. R. G. Boone of the State Normal, and Prof. B. A. Hinsdale of the Michigan University. I need not say that this was a successful meeting, Everyone at all acquainted with educational affairs in Michigan knows it must have been. For the second meeting the association obtained the services of Dr. C. C. Van Lieu of Normal, Ill.; and for the third meeting Supt. C. O. Hoyt was engaged. The lectures given by the two persons last named were discussed by the teachers, and the programs further supplemented by local talent.

SCHOOL-ROOM DECORATIONS.

The interest in school work has been along several lines this year. Quite a few of our school-rooms have been remodeled, many repainted, and some papered and painted on the inside; some have been reseated, some school grounds graded, shade trees set out, and flower gardens

SPECIAL DAY OBSERVANCE.

In nearly every case special days have been observed. The help given to teachers by the *Moderator* makes it possible for every teacher to teach patriotism and love for the great and good men of this and other countries.

LIBRARIES.

In the line of libraries there has been a wonderful waking up all over the county. A circular sent out by the commissioner calling attention to the privileges of districts under the new law, worked up a spirit of interest among school boards; and the teachers, by socials and entertainments given by the pupils, awakened the schools. By these means we have succeeded in starting many small libraries.

TRUANT LAW.

The fact that the attendance in schools has been better than ever before, and that schools have kept up their attendance through the spring term, means much for the new law and more for the good of the schools of our State.

Charlotte, Mich.

EMMET COUNTY.

A. L. DEUEL, *Commissioner.*

I am happy to state that the schools of our county are improving in most every respect. Being more completely equipped for doing good, thorough work, our teachers are enthusiastic as a class and are anxious to improve in their school work.

TEACHERS' AND PATRONS' MEETINGS.

Last spring we had the largest State institute ever held in the county. The teachers went back to their work with new inspiration. The greatest drawback I find is the seeming indifference of the patrons of the school, shown by their never visiting the schools. I have endeavored to overcome this by a series of lectures delivered around the county, while visiting the schools. I have outlined a series of meetings for the coming fall and winter, somewhat in the nature of conference meetings, at which the commissioner and the patrons can get together and discuss the needs and wants of the schools. I trust out of these meetings some good can result, something that will advance the schools one notch higher.

PROFESSIONAL TRAINING.

The greatest lack I find among our teachers is not being up to the times in methods of instruction. I am trying to get Prof. Andrus of Petoskey to have every fall a "Teachers' Class" devoted principally to methods of instruction. Those belonging to said class could take the October examination nicely.

PATRIOTISM.

I have had the patriotic article published in the *Moderator* of October last, "Citizen and Heir of America," printed on good heavy cardboard,

24x30 inches, and one put in every school-house in the county. Most of them have been framed by the school officers, and the pupils are committing the sentiments. I have been trying to increase the interest of teachers, pupils, and patrons in our country's history, trying to make them more patriotic, with every school-house the radiating center for patriotic sentiment.

Harbor Springs, Mich.

GRAND TRAVERSE COUNTY.

GEO. W. McWETHY, *Commissioner.*

SCHOOL VISITATION.

I aim to visit every school each term. Many schools receive more than this number of visits as time and occasion require, and this keeps me acquainted with the work in different schools and makes it uniform.

GRADE EXAMINATIONS.

I conduct the grade examinations personally as far as possible, always looking over the papers, that the markings may be uniform throughout the county. This adds materially to office work and takes time that would otherwise be spent in school visitation. Fifty pupils wrote at the examination, forty receiving diplomas.

EXHIBITS.

The Agricultural Society last year offered a framed picture of Washington to every school making an exhibit of its work at the Fair. We have reason to be proud of the work done by the pupils of our district schools. As a result, over half of the schools obtained the picture. This year a framed picture of Lincoln is offered, and nearly every school has prepared an exhibit. So far there is an improvement over the work of last year, and one of the most interesting exhibits at the Fair will be the work of the district schools.

TEACHERS' AND PATRONS' MEETING.

Our institute and associations, especially the teachers' and patrons' meeting held in May, were well attended. The interest in the well written papers and the lively discussions that followed, resulted in a unanimous vote of the association that our next meeting be a joint meeting of teachers and patrons.

SCHOOL-ROOM DECORATIONS.

Teachers have taken more pains than usual in decorating the school-rooms, where pictures, flags, bunting, evergreens, and growing plants, tend to make the rooms pleasant and home-like. Many schools taking

advantage of the offer made by the Agricultural College, have obtained flower seeds, made flower beds in the school yard, and otherwise improved the surroundings of the school.

LIBRARIES.

Teachers, patrons, and school officers have taken great interest in providing libraries for our schools. Some districts voted money to start a reference library, and we trust many more will do so this fall. In most instances the teachers, with the aid of the pupils, prepared entertainments, investing the proceeds in good books. Now 35 of our schools are provided with libraries, to which additions will be made each year. The time has come when we should guide the children in what they read as well as study.

PROFESSIONAL TRAINING.

Many of the teachers are attending the summer normal conducted by C. R. Dockeray in Traverse City. Some are at Big Rapids and other schools, preparing themselves for better work and higher grade certificates. The law that permits teachers to hold but three third-grade certificates does not make teachers scarce, as some predicted. The teachers are meeting the requirements of the law.

PATRIOTISM.

In obedience to the law that every school shall be provided with a flag, poles have been raised, 56 out of 69 schools have purchased flags, patriotic exercises have been prepared, and the salute given when the flag was unfurled to the breeze. By this means patriotism has been taught as never before.

GENERAL.

We have never had better or more satisfactory work in the schools of this county than during the past year; never so few changes of teachers, most of the school boards hiring the same teachers for the year, which is always in the interest of the schools. The few changes that were made, in most instances, were for the good of the school. We wish to thank school boards and teachers for the interest taken in the right education of our boys and girls, and their co-operation in carrying out all plans and suggestions offered.

GRATIOT COUNTY.

O. G. TUTTLE, *Commissioner.*

During the past year the teachers of Gratiot county have studied hard and availed themselves of every opportunity to prepare for higher grade certificates. I think very few of our teachers will be obliged to drop out on account of failure to secure second grade certificates.

TEACHERS' MEETINGS.

Our institute, associations, and local meetings have been well attended by progressive, enthusiastic, loyal teachers. These meetings have been very helpful in arousing a healthy professional spirit, and giving teachers better methods and higher ideals.

PATRIOTISM.

A majority of the schools are supplied with flags. Teachers have striven to arouse among pupils and patrons a true patriotic spirit.

LIBRARIES.

A large number of districts have established libraries during the year. Great care has been exercised by school boards to purchase only the best books. These libraries wherever established have been well patronized and are very popular.

GENERAL.

Our schools are in the main in good condition. The attendance has been excellent, pupils interested and studious, teachers earnest and loyal, and patrons have shown devotion to the schools and confidence in the teachers.

Ithaca, Mich.

HILLSDALE COUNTY.

W. H. FRENCH, *Commissioner.*

EXAMINATIONS.

We have held the four regular examinations provided for in the law. We approve the course of the State Superintendent in preparing questions, because it has been the means of stimulating a spirit of research among the teachers and thus increasing their efficiency. The results of the eighth grade examinations have been very satisfactory. They are conducted by five principals and myself. The commissioner examines all the papers; 141 pupils have attended and 51 diplomas have been granted. Not a large per cent, but we require thorough, accurate and neat work. In other words, they must earn their diplomas.

TEACHERS' MEETINGS.

We have had three very successful meetings of the county association. In the place of joint township meetings, I divided the county into four districts and held a meeting in each of these districts every month, thus meeting all the teachers once a month. At these meetings we discussed general school topics and gave special attention to the reading circle work. The meetings have been well attended, and the improvement of the teachers has been marked. Prof. W. H. Oheever conducted a two

weeks' institute at Hillsdale in August. It was one of the best ever held in the county, and I have noted its influence all through the school year.

PATRIOTISM.

The fact that 107 districts now float "Old Glory" shows something of our patriotic spirit.

SPECIAL DAY OBSERVANCE.

All special days have been celebrated with appropriate exercises, but Arbor Day was given special attention. Nearly every district carried out the program sent by the commissioner, and several hundred trees and shrubs were planted to beautify school property.

LIBRARIES.

Considerable effort has been put forth in this direction, and 33 districts now have good working libraries. Teachers and patrons are becoming interested in the good cause.

EXHIBITS.

Many districts have prepared work and arranged exhibits for the patrons. Our Fair exhibit was complete and satisfactory.

TRUANT LAW.

We have not been obliged to arrest any patron for violation of this law. Its enforcement has increased the attendance very materially, and we consider it a beneficent law.

GENERAL.

Our schools are becoming more and more efficient. Teachers begin to realize the dignity and importance of their positions. Patrons are striving to improve existing conditions. We have 166 districts; 130 of these have complied with the law in regard to supplies, 143 districts have adopted the text-books recommended by the County Board, and 85 districts hire their teachers by the year. We have not arrived at perfection; but we are proud of our common schools and the advancement they have made, and feel encouraged to press the battle at every point for greater improvement in the future.

Hillsdale, Mich.

HOUGHTON COUNTY.

WM. BATH, *Commissioner*.

EXAMINATIONS.

Three examinations have been held during the year. In the examination of teachers we have endeavored to exercise great care, having regard to ability and success in teaching as well as to scholastic qualification, believing the school-room to be the only practical test of a teacher's ability. To me it is a source of much gratification to know that teachers holding third-grade certificates are striving very earnestly to secure second grade at the next examination.

SCHOOL VISITATION.

In my visitations, while I have not lost sight of methods, I have given special attention to results. If the pupils are orderly, if they give evidence of being trained to habits of study, if by their recitations and reviews they show that they are being thoroughly instructed in the several branches of study pursued, if by their actions it appears that attention is being paid to good manners as well as to books and that the refining process has been introduced and is being diligently carried out,—then I mark the teacher there a successful one, and this must have its influence in future examinations. One of the difficulties we have had to contend with here, the same, doubtless, that exists elsewhere, is the necessity of employing so large a proportion of young and inexperienced teachers; but that to a great extent will be remedied in the future, as several of our school boards require their graduates to attend one or more years at the State Normal before engaging them.

TEACHERS' MEETINGS.

The institute last August, conducted so well by Mr. S. B. Tobey, so ably assisted by Miss Harris of the State Normal, was one of the most successful ever held in this county and has proved a marked benefit to all teachers in attendance. Our county Teachers' Association has held two very successful meetings during the year—one at Calumet and the other at Houghton. It is to be regretted, however, that some of our teachers who stand in most need of the benefits to be derived by attending the meetings of the association and institute, are habitually absent, thereby neglecting the means which would assist them so much in the management of their schools.

LIBRARIES.

Libraries are receiving much attention.

GENERAL.

In conclusion I would say it has been my constant endeavor to promote the interests under my supervision, and to make my office one of suggestion and assistance. Although the past year has been marked by no extraordinary educational progress in the county, yet there has

been a steady advancement. The people generally have been very liberal in their support of the schools and have encouraged teachers and pupils in many instances by their presence in the school-room oftener than during the two previous years.

Houghton, Mich.

HURON COUNTY.

D. E. SPENCER, *Commissioner.*

READING CIRCLE.

In the early part of the year the county was divided into districts and an organization arranged for each district. We find this plan quite satisfactory. We have a membership of 95.

TEACHERS' AND PATRONS' MEETINGS.

We have held five this year and much good was accomplished. This being my first year in the work, I have had much to learn and have not been able to do what I would like to in this branch of work, but shall do more next year.

SCHOOL-ROOM DECORATIONS.

Our teachers manifest quite an interest in this matter, and much has been done to make the school-rooms more pleasant and cheerful. The walls of some buildings have been papered. There are but few rooms that have no decorations.

SPECIAL DAY OBSERVANCE.

In this matter our teachers are quite enthusiastic, and nearly all special days have been observed with appropriate exercises.

PROFESSIONAL TRAINING.

We have but few "shirks." All except thirteen have read one or more educational journals during the year. A large proportion make special preparation for daily work.

LIBRARIES.

We have now in the county 40 district libraries, more than half of which have been established this year. I have taken special pains in this matter, and the prospects for another year are good.

GENERAL.

We have given the subject of grading much thought, and shall do what we can to bring it about. Many districts are building this season, and many more should be. Very few districts have seating capacity for the children, and we have not been able to do much with the compulsory law.

Bad Axe, Mich.

IOSCO COUNTY.

J. R. OSGERBY, *Commissioner*.

TEACHERS' MEETINGS.

At our teachers' institute last August a teachers' association and a teachers' reading circle were organized. The former has held two successful meetings and paid one visit—twenty-four teachers strong—to the Alcona County Teachers' Association; the latter has had three principal places of meeting, and a majority of our teachers have faithfully attended its monthly meetings. White's School Management has been our principal theme, though botany, physical culture, and school exhibits have each received a share of attention.

EXHIBITS.

This latter item has been put into practical operation in a number of schools with the most beneficial results. Preparations are complete for a county school exhibit at the Agricultural Fair,—the first of its kind in the history of the county.

PATRONS' MEETINGS.

Patrons' meetings are still in their infancy here, but a beginning has been made and a commendable interest shown.

SCHOOL-ROOM DECORATIONS.

This is quite general in our schools and may be made a means for character building, as is now being done in a number of places by the use of flags, mottoes, quotations, pictures of Washington, Lincoln, Longfellow, etc.

SPECIAL DAY OBSERVANCE.

Though this is not so general in our schools as it should be, it is gaining in favor and popularity every day. It is one of the most effectual means of impressing childhood with what is truly great and good in manhood and womanhood,—with that which is commendable in our history as a nation, and for raising up a generation of loyal Americans.

PROFESSIONAL TRAINING.

As to the professional preparation of our teachers, it is not what it should be. Very few have had any Normal School instruction, but most of those left in our ranks today are enthusiastic and progressive, and the outlook for the future is encouraging. A class is already organized for professional study next year. Our teachers are awake, and they realize the absolute necessity for this preparation and are doing their best to make it.

LIBRARIES.

School libraries are slowly but surely making their way into our midst. Three new ones have recently been purchased as a result of the untiring efforts of teachers. The commissioner is prepared to assist in this excellent work with illustrated lectures in the school-houses, the proceeds to be used for the purchase of libraries.

GENERAL.

In reviewing the school work of our county during the past year, I am pleased to notice a general advance in ideal teaching, a healthy school sentiment among the great majority of our people, and a rising tide of feeling against nepotism among our officers. Yet there is room for vast improvement in these things, especially in the actual work of the school-room, where the spirit and enterprise of the teacher is nine-tenths of all success. However perfect may be the system of organization of a school and the supply of its apparatus, however frequent the visits of the commissioner or what-not, if the teacher is wanting in the spirit of sympathy, enterprise, and progress, the whole thing lacks life. Realizing this, it has been my aim to diffuse and cultivate this spirit among our teachers.

East Tawas, Mich.

IRON COUNTY.

THOS. CONLIN, *Commissioner.*

READING CIRCLE.

Teachers' reading circle work in this county has been very satisfactory and productive, I think, of good results. Every teacher in the county and many of the pupils took up the work. The teachers were grouped by townships into three circles, and a leader was chosen for each circle. Much of the success of the circle depends in such cases upon the enthusiasm of the leader. Teachers in districts remote from the places of meetings took up the work alone.

TEACHERS' AND PATRONS' MEETINGS.

All the districts in Iron county are organized under the township system, and I find this system an excellent promoter of township meetings. Especially is this true when one of the schools of the township is a graded school with a recognized superintendent. Such meetings were held in most of the townships during the year. Besides the township meetings, general meetings of all the teachers in the county were held every six weeks. We endeavored to make the latter patrons' meetings as well as for teachers, and considerable interest was manifested in them by the people of the county.

SCHOOL-ROOM DECORATIONS.

I found most of the school-rooms of Iron county well kept, and as a rule teachers and pupils as well are very much interested in school-room decoration.

SPECIAL DAY OBSERVANCE.

As a rule teachers are making good use of special days. It has been my endeavor to dissuade teachers from hit-or-miss exercises, and to endeavor to make each day so observed an object lesson that will impress their pupils along special lines. The one-hundredth anniversary of the birth of Horace Mann was observed quite generally throughout the county.

PROFESSIONAL TRAINING.

The district school teachers and teachers in the lower grades of the village schools come, as a rule, from the graded schools of the county and have no professional preparation. We are sadly in need of a Normal School in this Upper Peninsula.

LIBRARIES.

Most school districts in this county have been short of funds during the past year, so I have done but little work in this line. One new library has been started and several more will be as soon as the funds will warrant such a move.

GENERAL.

Most of the school districts in the county have suffered from the non-payment of taxes. Almost all the land here is owned by outside corporations who have for a few years past gone into the courts on technicalities and succeeded in having the taxes set aside. Two of the townships were obliged to close schools in February.

Crystal Falls, Mich.

ISABELLA COUNTY.

FRED BELLINGER, *Commissioner.*

READING CIRCLE.

Reading circle work in this county has thus far been almost entirely individual work,—that is, we have had no large reading circle classes formed. Teachers of different localities have met together at stated times and worked together, but no system of doing the work has been followed. We organized in 1894 for the purpose of doing regular systematic work, but owing to the fact that many of the teachers who were appointed conductors failed for some reason or other to act in that capacity, the work was, in a great many cases, individual work. I feel that if the work could be done systematically, a great deal more might be accomplished.

TEACHERS' AND PATRONS' MEETINGS.

Five regular local teachers' and patrons' meetings were held in different localities in the county last year, and a great deal of interest was manifested. These meetings were well advertised, and in every instance a crowded house was the result. Patrons, as well as teachers, were assigned topics for discussion; and in a great many cases papers from these patrons proved to be the most interesting part of the program. These teachers' and patrons' meetings play an important part in forming an educational sentiment in the county.

SCHOOL RALLIES.

Even more important than teachers' and patrons' meetings have been our school rallies, flag raisings, etc. The patrons in every instance were loyal in their attendance, and I feel that much real good has been accomplished. As commissioner I had the honor of attending all of these exercises, with two or three exceptions. These meetings in individual school districts will be pursued with increased vigor the coming year, for I feel that this is one of the easiest ways of interesting patrons in school work.

SCHOOL-ROOM DECORATIONS.

This was a topic for discussion at two or three of our local associations last year, and I find that good results were obtained in each case. It is a fact, I believe, that teachers in general have never stopped to consider that anything which makes more pleasant and beautiful the child's surroundings, makes just so much easier his control and just so much more intensified his interest in the school.

SPECIAL DAY OBSERVANCE.

A majority of the schools of this county observe special days in an appropriate manner. Arbor Day is made especially prominent in a great many of our districts.

PROFESSIONAL TRAINING.

Our Normal School, situated at Mt. Pleasant, is a power for good in the training of our teachers professionally. All teachers are expected to do more or less reading of a professional nature, and yet it seems that the real essence of good teaching cannot be ground into them in this manner. They still insist on teaching reading in the old, parrot-like fashion; text-books on geography, history, etc., are followed verbatim, without special reference to important features; arithmetic is ground out, not reasoned out, etc., etc. I hope that the day may soon come when all teachers will have the privilege of obtaining good professional training at some reliable school.

LIBRARIES.

During the year some eighteen or twenty libraries have been added to our list. These, however, were not entirely what we might term regular working libraries. In the majority of cases libraries have been purchased that seemed best suited to the needs of the school. In a number of larger schools, regular working libraries have been purchased; and I

find that pupils, if rightly influenced, are very enthusiastic in using them. In schools of strictly primary nature, books have been purchased suited to the grade.

EIGHTH GRADE EXAMINATIONS.

During the spring months four eighth grade examinations were held. The total enrollment of the four examinations was about 75, and about 40 of this number received diplomas of graduation. These diplomas were generally granted to the pupils of a particular district the evening of the graduation exercises. I had the honor of attending 18 of these exercises during the months of May and June, and firmly believe that those simple exercises were the means of inspiring a large number of pupils to obtain a higher education. Twenty-six of the number are now attending high schools or normals. I am very positive as to the results of eighth grade graduation exercises when rightly conducted.

Mt. Pleasant, Mich.

JACKSON COUNTY.

W. H. MAYBEE, *Commissioner.*

It affords me pleasure to state that the schools of Jackson County are in a prosperous condition, being manned by a corps of teachers who are as a whole, vigorous, painstaking, thorough and wide-awake, supported by a public sentiment that has been aroused into an interest in and a support of every movement intended for the improvement of the common schools. Almost universally there come words of commendation from pupils and patrons in behalf of teachers, thus showing a better appreciation of real work and the real good being accomplished by our teachers. Coupled with this fact is a growing insight into the needs of the schools and the necessity for equipping them with better heat, light, apparatus, and outbuildings. Accordingly, it is safe to say that in no year during the last 15 years have there been greater improvements made in providing our school-houses with the means of comfort and the material essential to good object teaching.

READING CIRCLE.

The county was divided at the beginning of the year into districts over which conductors of the reading circle work were appointed to lead the work in their respective districts. The plan has not worked successfully on account of the inability of teachers to attend regularly the central gatherings; and so it remains a problem with us how to make this work most agreeable and profitable to teachers and, at the same time, require them to show evidence of having done the work in a systematic, regular manner. Some teachers prefer to write the manuscript in answer to the quarterly questions sent them, while many complain that this method consumes too great a share of their time; and so they prefer to write their examinations in full or not to take the work, feeling that

they can arrange for themselves a reading course which will more directly assist them in their work. Only about one-half of the regular teaching force has, therefore, taken up the work. The problem of how to interest and enthuse all of the teachers in this work is, therefore, an unsolved one, inasmuch as the work of the teachers in preparing themselves for higher certificates is one that is largely engaging their attention.

TEACHERS' AND PATRONS' MEETINGS.

The teachers' and patrons' rallies are still a means of arousing a greater interest and better public sentiment in behalf of good schools and proper educational advantages. About 10 such meetings have been held and great interest has been manifested. These will continue to be a part of the educational program during the coming year.

SCHOOL-ROOM DECORATION.

As a rule our teachers have not failed to see that such decoration of the rooms was provided for as is needful to make the rooms cheery, home-like, and artistic. Pictures of statesmen, poets, and commanders, educators and persons of historical note, now adorn the walls of many of our school-rooms. Elegant mottoes, literary gems, and blackboard decorations are characteristic of most school-rooms. The flag also contributes no small part toward beautifying the rooms and serving its purpose about the school premises.

SPECIAL DAY OBSERVANCE.

Our teachers are, as a class, loyal in observing the special days as so often noted and designated. A more cheery spirit of patriotism is thus felt in nearly every community.

PROFESSIONAL TRAINING.

More teachers are now aiming to know the art of teaching than ever before. Our teachers have keener insight, better business capacity and judgment, owing to a greater activity occasioned by a necessity to go higher. Accordingly, many more than ever before are inquiring the way to "a knowledge of the truth" which is in the art and science of teaching; and, therefore, many are aiming to take a normal course and many are accordingly doing so. Our institutes have been conducted by able conductors, assisted by the best professional talent; and their influence has been felt for better methods, better teaching, and increased activity that arises from higher ideals concerning the "great art of arts."

LIBRARIES.

Working school libraries are growing in number and in importance, and it is refreshing to hear almost daily of teachers and officers seeking to know the best line of books for these libraries. They have become a powerful ally in many districts toward invigorating the school life and work of the children and teachers. Many more of these libraries will be placed within the schools during the coming year.

GENERAL.

In general there is no cause for a despondent view on the school questions of the present under the present circumstances. "Improvement" is the watchword of Jackson county teachers, patrons, and school men; and to this end we are constantly looking, without failure to improve from criticism and occasional complaint on the part of those who do not fully understand the school spirit of the age.

Grass Lake, Mich.

KALAMAZOO COUNTY.

ASHLEY CLAPP, *Commissioner.*

The past year has been notable for the tendency of school boards to reduce the salaries of the already low wages of the rural teachers, while the wages paid in the graded schools have generally been maintained.

The law calling for appendages has met with little opposition, and the little there was comes from the dull times. Although a few boards and patrons are unable to see the distinction between the American Flag and other textiles, as a rule and almost universally the people of Kalamazoo county are in favor of the flag-laws, and favor the teaching of patriotism to the boys and girls.

The reports of the Committees of Ten and Fifteen have aided much in rejecting unnecessary work and substituting legitimate work in its place, and we feel that the present school year has been a stride in the proper direction.

Kalamazoo, Mich.

KEWEENAW COUNTY.

L. S. BRAENDLE, *Commissioner.*

READING CIRCLE.

If I mistake not, this has been the first year that even the reading circle books were owned by the majority of teachers. On account of examination, many reviewed White's "School Management" for certificate purposes. No work has been prepared and sent to me.

SCHOOL-ROOM DECORATIONS.

Surely no county has as gloomy school-rooms as this, in general. But it can be said to the credit of the teachers that improvement has been made by way of decorating and obtaining pictures of our great men.

SPECIAL DAY OBSERVANCE.

As a rule few special days are observed.

PROFESSIONAL TRAINING.

This is the saddest lack of the county. Few make or have any professional preparation. Consequently last March 100 per cent were a failure; in other words, none obtained the certificates for which they wrote.

LIBRARIES.

The school library is at a low ebb.

GENERAL.

The county has had but one institute in years. Teachers have had poor opportunities to improve. Truancy has not received much attention. One-half of schools supplied flags during the current year. Harder examinations are improving the profession.

Eagle River, Mich.

LAKE COUNTY.

E. G. JOHNSON, *Commissioner.*

SCHOOL FURNISHINGS.

In submitting my written report it is with much pleasure that I can state that there has been a decided improvement along the line of school work, and many desired improvements in school furnishings can be noticed in all parts of the county. Nearly every school under my supervision has provided itself with all the necessary school apparatus, and from nearly every school-house the stars and stripes can be seen floating. School buildings with few exceptions are in very fair condition. Small repairs and improvements are needed in some instances.

PROGRESSIVE TEACHERS.

Our schools are fully up to the average, and while they are not all that can be desired, there is much to encourage. In this, as well as in all other counties, there are some teachers who do not seem to understand the responsibility of their position or the extent of their personal influence. They have mistaken their calling and are like weeds in a fair garden of flowers. When school patrons and tax-payers come to see that the best teachers that money can secure are none too good, that it is bad economy and worse morals to allow poor, weak teachers to have the oversight of our children during their early years, there will be an improvement in the right direction. It is highly gratifying, however, for me to say that the majority of our teachers are conscientious, faithful, and progressive, and have made work their master rather than their foe. You can find

them everywhere giving to this work the freshness of youth and all the strength of their young hearts. The ennobling power of their influence upon the rising generation can not be estimated.

SPECIAL DAY OBSERVANCE.

There is one department of education that is sadly neglected. For proof of this one has only to observe the desecration of Memorial Day. The floating of the flag from our school buildings is a forward movement. Our boys and girls should know the story of our starry flag. They should be taught how its brave defenders went to danger and to death "to preserve our jewel of liberty in its frame-work of freedom." They should be made to understand that the day when the nation mourns for strong men fallen and brave men lost is not a day for carousing.

GENERAL.

Our young men should be so educated that they will be able and willing to assume the responsibility which citizenship imposes upon them, and take a healthy interest and honest pride in the affairs of government, both local and State. We want our boys and girls to become men and women of practical ability and common sense, whose power and influence will place restriction upon what is wrong, and cultivate and encourage what is right. The end of true education is the formation of character, and the work in this county has been somewhat along that line. Some good seed has been sown which shall take root, and by and by bear blossoms and fruit.

In conclusion I desire to express my thanks to teachers, trustees, and the people of my county for uniform kindness and courtesy, and to the Department for many favors, and to Homer Cutler and A. U. Smith, county examiners, for their hearty coöperation in advancing the educational interests of this county.

Luther, Mich.

LENAWEE COUNTY.

E. KEELER, *Commissioner.*

READING CIRCLE.

Many of the teachers in our county own and have read the books prescribed for the State reading circle work, though I think very few have joined a circle and studied in the systematic way most to be desired.

TEACHERS' AND PATRONS' MEETINGS.

During the year sixteen teachers' meetings have been held by the commissioner in various parts of the county with fair attendance and good interest manifested. The one of Feb. 22 at Adrian, being in the nature of a Washington-Lincoln-Longfellow memorial gathering, was largely

attended and much enthusiasm aroused. Besides these meetings the two regular county association meetings were held. A series of eight patrons' and parents' meetings were held throughout the county at which gatherings questions of school economy were freely discussed with apparent interest and profit to all. In addition a series of four school officers' meetings were held, which closed the meetings of the year.

SCHOOL-ROOM DECORATION.

This subject can be summarized briefly about like Mark Twain's chapter on "Snakes in Ireland," "There are no snakes in Ireland;" and so "There are no decorations," or at least so few as to be conspicuous by their absence rather than by their presence. School-room adornment should be considered at the first general assembly in autumn.

SPECIAL DAY OBSERVANCE.

This feature of school work seems to have received very little attention heretofore in our county and, as our people are rather conservative and accept innovations somewhat cautiously, special day observances have not received the attention their special merits would seem to warrant.

PROFESSIONAL TRAINING.

So far as professional preparation can be gained from books on teaching and educational journals, our teachers are pretty well equipped in the main and are not quite as deficient in the *matter* to be taught as in the *method* of imparting it.

LIBRARIES.

Much effort has been put forth during the year properly to present the importance of this subject to the district school, and with strong evidences of partial success. It is believed the sentiment in favor of *working* libraries, instead of the old time circulating ones, is fast gaining ground and that much good will come from this modern coadjutor of the live teacher.

GENERAL.

While there are numerous obstructions yet in the way of the most efficient work of the rural schools in this county, yet the signs are hopeful and the list of higher grade teachers is growing and public sentiment concerning requirements of school teachers is gradually seeking a higher plane.

Adrian, Mich.

LUCE COUNTY.

EMMA L. SHERMAN, *Commissioner.*

PROGRESS OF SCHOOLS.

The school work in this county, during the year 1895-6, has been a great improvement on former years.

TEACHERS' MEETINGS.

Four meetings of the county teachers' association have been held. Many practical papers were read and interesting discussions followed. The institute held last September was the most profitable and best attended institute ever held in Luce county; and the instructor, R. W. Putnam, was a practical and energetic worker. Every teacher of the county was present.

GRADE EXAMINATIONS.

This is the first year that grade examinations have been held. There were eight diplomas granted.

TEACHERS' EXAMINATIONS.

Four teachers' examinations have been held, two regular and two special.

SCHOOL VISITATION.

All of the schools have been visited once, some twice, and a few three times during the year. I find our schools well supplied with modern apparatus and teachers generally doing good work.

PATRIOTISM.

All schools, with perhaps two exceptions, have provided flags this year and a patriotic spirit prevails.

LIBRARIES.

There is one township library and there are several district libraries.
Newberry, Mich.

MACOMB COUNTY.

R. J. CRAWFORD, *Commissioner*.

SCHOOL VISITATION.

Every school in the county has been visited once during the year and many of them twice. The methods of instruction and the general proficiency and progress of the pupils have been carefully noted. Orderly pupils and school-rooms, clean, well-kept school grounds, and clean out-buildings are the rule. The teacher in exceptional cases received kindly, but vigorous advice, with a second visit to see if there was anything lacking in the advice given. It may be the nominal business of the director to attend to the thousand and one small matters connected with teaching a school, but it is the work of a teacher to do it. Those that do this are successful; those who wait for the director to come and pile up the wood that has tumbled over, rake the yard that has become littered, etc., are not successful teachers, no matter how well they teach or how much they know. There is in every country school a large amount of Saturday work to do, and the teacher needs a suit of Saturday clothes, a scrub broom, and a blacking brush to do the work with. The school is not excused Saturday so much to give the teacher a rest as it is to give him an opportunity to do needed work and make needed repairs that cannot be so well done while the children are present.

GENERAL WORK.

I have issued an annual catalogue containing a list of qualified teachers, directors, school inspectors, eighth grade graduates, and announcements of teachers' meetings, examination, and rules of the County Board of Examiners. These were distributed to the teachers and school officers. The school boards were warned against overcharges of agents selling school supplies, in special circulars sent to them. The truant officers were all instructed, in special circulars, concerning their duties. My office has been open every Saturday during the entire year for consultation with school officers and teachers.

EIGHTH GRADE EXAMINATIONS.

Six examinations were held during the year at which there were 113 applicants, 63 of whom received diplomas. A progressive feature of the year's school work was the holding of graduating exercises in connection with the presentation of the eighth grade diplomas. The success of these country school commencements warrants the adoption of the plan by other schools, and it is expected that no diploma will hereafter be presented without due ceremonies befitting the occasion.

TEACHERS' MEETINGS.

Eight general meetings of the teachers have been held during the year. The annual meeting, held in May at Richmond, was largely attended and had a successful school exhibit in connection with it. This was the third

general school exhibit held in the county, and it is noticeable that these exhibits are productive of a higher class of work in all the schools.

The state department has given us some most excellent institute workers, and the teachers of the county have received much benefit from these meetings. Superintendents O. D. Thompson of Romeo and C. T. Grawn of Traverse City were the instructors at the institute held at Armada during the week beginning August 10. Sixty-seven teachers presented themselves for enrollment the first day, and this number was increased to 120 before the end of the week. The State Superintendent was present a part of the time and contributed to the success of the meeting.

THE RICHMOND NORMAL.

A school for the instruction of teachers preparing for higher grade certificates was organized at Richmond and continued five weeks under the instruction of Superintendents Tice of Richmond, Richardson of New Baltimore, and Wilcox of the University of Michigan. The attendance was not as large as expected, but the work done and the interest manifested was creditable to the county.

TRUANT LAW.

This most excellent law has placed every boy and girl in the county under the guidance of a teacher. The law is popular, well sustained, and easily enforced. It should be amended so as to require attendance at the commencement of the school year. It does not seem advisable to interfere with children who attend parochial schools a part of the year and the public school the rest of the time. All these means of establishing habits of morality and good citizenship, as well as training the intellect, should be fostered and encouraged.

PATRIOTISM.

One flag now floats over nearly every school building in the county; and this patriotic influence, together with home discussion for the national welfare and the singing of patriotic songs everywhere, constitutes a guarantee of the patriotism of the coming men and women.

DIRECTORS.

Next to an efficient teacher is a good director. New directors are apt to be over-zealous in the discharge of their duties. A director should be a good business man and conduct his part of the running of the school as a business matter, with a view to making it produce as large an amount of education as possible at a conservative cost. He should make the school pay educationally, and those who are the most successful in conducting their own business affairs make the best directors.

PROGRESS.

The progress and efficiency of our schools is due in no small degree to the energy and great educational skill of our State Superintendent of Public Instruction. His wise and vigorous administration has greatly aided the commissioners and teachers to secure the objects for which

the schools exist. This progressiveness should go grandly forward, until the teachers and school officers reach the maximum of proficiency and educational spirit.

Mt. Clemens, Mich.

MACKINAC COUNTY.

D. H. STRINGHAM, *Commissioner.*

READING CIRCLE.

A reading circle has been formed in this county and is now a trifle over two years of age, but very backward. An effort has been made to encourage this infant, and many of our teachers who do not belong have promised to avail themselves of the opportunity of taking the excellent course of reading mapped out by the board of directors for the coming year. The importance and necessity of taking the course of reading is making itself manifest to the teachers generally throughout the county.

SCHOOL-ROOM DECORATION.

The school-houses in this county, without exception, are decidedly plain, some frame, others log, all built with a view to strict economy without embellishments or any beauty in the architecture, as would naturally be expected in this new and sparsely settled country. The inside of the school-house corresponds invariably with the outside,—plain, very plain, almost pathetically so. Still, in visiting the various schools, one cannot fail to notice in most instances an attempt on the part of the teachers and pupils to hide the naked walls and rob them of their gloomy aspect. The pictures of patriots, authors, poets, and the stars and stripes (possessed by the majority of the schools in the county), with festoons of ground pine or fir, relieve the barren walls, and make plain rooms cheerful and home-like.

SPECIAL DAY OBSERVANCE.

While some of the teachers are doing their duty in this respect, many are neglecting it. However, we are improving, and the custom is becoming more and more general throughout Mackinac county.

PROFESSIONAL TRAINING.

I am pleased to report an improvement in the preparation of our teachers. The nature of the examination questions sent out from the office of the Superintendent of Public Instruction has been such as to require of the teachers more study and better preparation. Some of the teachers have dropped their work and taken a course at the Normal Schools, others have taken up written courses of instruction, and most of the rest are studying to make themselves better fitted for the positions they occupy. This is caused by a general demand for better teachers.

LIBRARIES.

There are only a few working libraries in the county. The teachers are waking up to the importance of this subject, and an improvement along this line is confidently assured.

GENERAL.

Six out of the twelve townships in Mackinac county have adopted the township unit system with the best results. In these townships nepotism is at a discount. Other townships will follow as the system becomes better understood. Our teachers' institute here last September was a great help to the educational interests of the county and, while the attendance was small, owing to the date, it was very successful and a great help to those who were able to attend.

St. Ignace, Mich.

MANISTEE COUNTY.

L. E. W. HALL, *Commissioner.*

READING CIRCLE.

Our villages have their reading circles, joined also by those who are not teachers, and they have done most excellent work. The rural schools situated at long distances apart, in place of reading circle, have taken music into their schools.

TEACHERS' AND PATRONS' MEETINGS.

Teachers' meetings for the county occur three times a year, conducted entirely by the teachers and very successfully. The teachers of schools in villages have their meetings the same as the reading circle. The schools, quite a few of them, have literary societies. Patrons' meetings usually occur on Saturday evening, the teachers and pupils giving some sort of entertainment, or again only meeting socially, the proceeds going to buy an organ, Saturday evening being chosen so as not to interfere with the welfare of the school.

SCHOOL-ROOM DECORATIONS.

School-room decorations have special attention.

SPECIAL DAY OBSERVANCE.

Special days are also observed.

PROFESSIONAL TRAINING.

Nearly all of the teachers attend some normal during the summer.

LIBRARIES.

School libraries are beginning to grow in many of the schools.

GENERAL.

The compulsory law is not at the best, owing to lack of room and means for increasing it. Sanitary conditions are all that could be expected, with the exception of two cases. The yards are some very good, some very wild. School buildings in most cases are in excellent condition. Owing to snow drifts, whooping-cough, and measles, our spelling contest was omitted. Although we have much to be pleased with, we have much still to work for.

Manistee, Mich.

MARQUETTE COUNTY.

J. B. MONTGOMERY, *Commissioner.*

PROGRESS.

Educational matters seem to be in a prosperous condition in Marquette county; of course there is room for improvement, but the conditions are favorable for making it. Teachers are giving more careful attention to the daily preparation of their work, and boards of education spare no means in their power which will tend to make their schools more effective in bringing about the best educational results. Kindergartens, gymnasiums, and manual training schools are in active operation in some of the city schools; high school courses have been enlarged and improved, and in all departments the demand for trained teachers is constantly growing into popular favor. Nor is this state of progress confined to the cities alone. Our country schools are growing in efficiency proportionately. Many districts can speak with pride of their eighth grade graduates who are attending a high school in the county and making rapid progress. But right here I must mention what seems to me to be an obstacle to progress. Some of our township district boards of education think their teachers should give instruction to more than eight grades, and therefore require them to teach nine and sometimes ten. I protest against such proceedings, but they say, "We cannot afford to send our children away from home to be educated." Every year the grades of our district schools are becoming more numerous, and teachers are beginning to think there are some objections to the graded system when they see their eighth graders returning to pursue ninth grade work. I was very much interested in an article in the Michigan School Moderator on the "Solution of the Country School Problem," by Professor Treat. The plan suggested by Mr. Treat seems very practical and sane. I am going to urge its adoption in those township districts where there are a sufficient number of higher grade pupils to warrant it.

TEACHERS' AND PATRONS' MEETING.

Marquette county is noted for her inspiring institutes and teachers' associations. Our county institute for 1896 was held at Marquette under the efficient management of our State Superintendent, H. R. Pattengill, who was ably assisted by Miss Coffin of Detroit, Professor McFarlane of Ypsilanti, and Col. F. W. Parker of Chicago. It was conceded by all to be the most inspiring institute ever held in this part of the State.

Our teachers' association was conducted on the departmental plan,—the high schools forming one department and the graded the other. President L. D. Harvey of the Milwaukee Normal lectured alternately to the departments throughout the day, and gave a public address in the evening. Like our institute it was a grand success. I have devoted much time to district rallies, and am pleased to inform you that the enthusiasm aroused by our meetings far surpassed my most sanguine expectations. Young and old came out to hear what we had to say on the school question, and I have reason to believe much good was accomplished. Superintendent Hardy of Ishpeming assisted me at nearly all these meetings, and much of the success was due to his inspiring presence.

EXAMINATIONS.

Two grade examinations were held during the year and twenty-four pupils succeeded in passing. Teachers' examinations were conducted with our usual care and thoroughness. A less number of applicants have been before the board than usual, but a greater number of second grade certificates have been issued than ever before during any one year in this county,—there being nearly as many of the second as third grade.

GENERAL.

On the whole I was never better pleased with the condition of our schools. General improvement can be seen in all departments, and a healthy educational sentiment prevails among the people. I have received hearty support from the members of the board of examiners and from city superintendent and principals, for which I desire to express my most sincere thanks and appreciation.

Champion, Mich.

MASON COUNTY.

MARY MACKENZIE, *Commissioner*.

SCHOOL-ROOM DECORATION.

Pupils are eager to buy pictures of Washington, Lincoln, and others for their school-rooms, and take a renewed interest and pride in the appearance of their rooms.

LIBRARIES.

Teachers have been very faithful in working, by means of socials and entertainments, to start new libraries, which have proved of great value to pupils where the teacher directs and controls the use of them.

SPECIAL DAY OBSERVANCE.

Birthdays of famous men, Arbor Day, Thanksgiving Day, Christmas and Decoration Day have all been observed throughout the county by appropriate exercises, which we hope will serve to make the children more loyal and patriotic citizens.

GENERAL.

That parents are beginning to see the value of an education is evident from the increase in the number of eighth grade graduates this year. Our schools are in general in good condition. Teachers with a few exceptions seem thoroughly in earnest in their work, and apparently realize, in part at least, the responsibility which rests upon them with respect to the moral, as well as the mental side, of their pupils. There is still a call for professional teachers, and many are stepping forward to places of responsibility, bringing honor to themselves and the profession.

Ludington, Mich.

MECOSTA COUNTY.

J. D. MICHAEL, *Commissioner*.

Mecosta county educational interest, I am safe to say, is a progressive one, for the following reasons: 1st, Progressive people; 2d, Progressive teachers; 3d, Progressive pupils. And in the main, school officers are alive to the needs of education; also many other elements combine to give our schools an uplift.

GRADE EXAMINATIONS.

One was held during the first week of June. I find pupils are anxious to pass this grade.

READING CIRCLE.

In view of the recent legislation requiring teachers to pass out of the third grade class, and knowing that many of our earnest teachers are making the best use of their time in attending school when not engaged in teaching, knowing also that many others are improving their time in home study,—I have not made an effort to organize the work in this county.

TEACHERS' AND PATRONS' MEETING.

A large per cent of our county will not admit of carrying on township associations successfully. School-houses quite a distance apart and roads impassable at many times during the year, are some reasons. However, we have held five with very good results. We shall endeavor to hold more next year.

SCHOOL-ROOM DECORATIONS.

I find a very large number of teachers are doing much in this line. Some have held socials and rhetorical exercises, and purchased with the proceeds of such entertainments portraits of authors and statesmen; some have provided these things in other ways. In many schools I find much work done by pupils, such as maps and other drawing, also various kindergarten work, all of which adds to the beauty of the room.

SPECIAL DAY OBSERVANCE.

Teachers and pupils have taken pride in the observance of special days. They have made flag and pole raising of special interest.

PROFESSIONAL TRAINING.

The law of 1893 will have a tendency to crowd out those who have no real love nor ability for teaching; hence a better class of teachers and a better preparation.

LIBRARIES.

We have many schools that are supplied with libraries, and many more will be added the coming year.

TEACHERS' EXAMINATIONS.

The questions furnished by the department have caused the usual number to fail. This comes largely from the fact that many of the applicants were young and inexperienced in writing in so large an assembly; hence did not do their best. And again, many in writing on an examination do not study how to express their thoughts in clear, concise language; therefore, many close their manuscripts by saying "for want of time."

GENERAL.

Standing at the threshold of one of the best schools of the State, I am pleased to report a very satisfactory year's work. The schools of this county demand a better class of teachers, and I am happy to say they are getting them. I have visited all of the schools of the county once, and many of them twice, when I deemed the visit necessary. I furnished a set of questions, based on the State Manual, for all grades at the close of the school year, and upon this examination rested the pupil's promotion. About 60 per cent of our districts hire teachers for the school year. In nearly every instance where teachers are so engaged I find the work much more thoroughly done. Nearly 70 per cent of our districts changed text-books this year, which has retarded our work somewhat. That districts may be protected from unscrupulous text-book agents, I am of the opinion that but few contracts (if any) with districts should be valid without the county school commissioner's signature. By way of relieving the monotony of the daily routine of class work, I have, after conferring with officers and teachers as to the work already in hand, devoted some of my time to suggesting to pupils and teachers some elementary science work. During fall and winter terms I have also made use of a compound chromatic microscope, allowing pupils to look at some of the hidden treasures as we find them in nature. As a result I find it opens new fields of thought for all. I have endeavored to impress upon their minds that everything has a use and that everything means something. During the spring and summer terms we had some elementary work in botany, and in this pupils were much interested and awakened.

I have emphasized daily preparation on the part of the teacher, believing, as I do, that no teacher can make his work a success and spend all his evenings at parties or social gatherings. In the crowded condition of many of our schools, I feel justified in urging teachers to give the very best service to the people in whose employ they are engaged. We are to have a school exhibit at our institute from which we expect some broadening inspiration, and look for results more extensive next year. In conclusion would say that I find some things to censure, but much to commend.

Big Rapids, Mich.

MIDLAND COUNTY.

MELINDA MILLS, *Commissioner.*

READING CIRCLE.

While more than fifty per cent of our teachers are members of the teachers' reading circle, owing to the difficulty of getting together, not more than half of these were enrolled under the leadership of the following: L. H. Wood of Midland, E. W. Pitkin of Coleman, May Burchard of Laporte, Etta Wilson of North Bradley. No credit was given for this work by the board of examiners other than that given by the commis-

sioner in a general way. Some phase of this work was made an important feature of our county association program. White's "School Management" has been very helpful, especially so to our young teachers.

TEACHERS' AND PATRONS' MEETINGS.

There have been but four patrons' meetings held this year, but I am convinced that much more of this kind of work should be done.

The county teachers' association has held two meetings. At these meetings lectures have been given in the evening and helpful talks through the day sessions have been given by prominent educators from abroad. These meetings have been growing in interest and the teachers ask for "more."

SCHOOL-ROOM DECORATION.

I think some effort has been made by every teacher to make the school home more homelike. In many instances teachers have succeeded in securing coöperation of patrons and pupils in whitening the walls, blackening the stove, and in putting up pretty curtains and a few fine pictures.

SPECIAL DAY OBSERVANCE.

In this there has been a marked improvement over last year, but not what it should have been. Some of our best teachers claim they cannot spare the time from regular work.

Most of our schools observed Arbor Day by appropriate exercises, and by planting flowers, shrubs, and trees, and in a few instances the patrons helped. Where this was the case, good work was done; but otherwise the children were not strong enough to do the work so it would be permanent.

PROFESSIONAL TRAINING.

The outlook is encouraging. Teachers are manifesting more interest in their work and in their preparation for work. They are falling into line with the higher grade requirements and are asking for better methods.

LIBRARIES.

Our county has not come up to its privilege in this, not more than one-third of its schools having a library of any sort. Circular letters stating the need of such libraries and how to get them, were sent to school officers last summer. A goodly number responded by appropriating \$5 or \$10, and in a few instances the money was raised by entertainments. This summer I hope to get consent of the teachers to attend the annual school meeting and there present the cause of working school libraries.

GENERAL.

We had a good send-off the last week in August in the way of an institute. Then a fine exhibit and Rally Day at the Fair helped us on. Later a rousing association meeting in November, then another in February, helped to keep the educational wheels greased. All the schools were visited once (with two exceptions), the most of them twice, and some three and four times. I have sent out questions for all grades three times

during the year. These kept under seal and opened by a committee on the day of examination, together with grade questions from Supt. Pattengill, sent out in February as a test and then in May as a final examination for diplomas, have helped teachers in the work of classifying and grading. Fifty-four wrote on this final examination, and thirty-four received a diploma. This was exclusive of Midland or Coleman. Examinations for diplomas were held in eight different places by the teachers, and their commissioner marked the papers. Graduating exercises were held, and the commissioner presented the diplomas at all but one. The graduating exercises are very popular, it sometimes happening that many are turned away because there is no opportunity to get in.

Midland, Mich.

MISSAUKEE COUNTY.

E. S. HALL, *Commissioner.*

Our schools as a whole have done good work this year, but many have been retarded by irregularity of attendance, some few by district quarrels, though on the whole we have found school boards ready and willing to act on suggestions given.

READING CIRCLE.

Reading circle work was taken up by many of our teachers as individuals, but circles are almost impossible except in a few cases, as our schools are somewhat scattered.

TEACHERS' AND PATRONS' MEETINGS.

These meetings were an entire success, and in each case surpassed our expectations and were of much good to our schools.

LIBRARIES.

There were not many libraries at the beginning of the year; but the coming year there will be, as we have worked up that sentiment.

Lake City, Mich.

MONROE COUNTY.

A. E. AMES, *Commissioner*.

READING CIRCLE.

This county has never taken up the work of the reading circle as a county, although some work has been done by the individual teacher. This year we made an attempt toward it, which will be noted under the next topic.

TEACHERS' AND PATRONS' MEETING.

We have had for a few years an excellent county association of teachers, holding meetings once a month at different parts of the county. These meetings have been well attended, but the attendance was merely local; i. e., teachers who were in the vicinity attended the meetings, but those living in a distant part of the county could hardly be expected to attend more than once or twice a year. At these meetings we generally had a program prepared, giving teachers a paper on some subject, with discussions following. The fault with this plan was that only a few teachers took part in the discussion, and the aim of the discussion seemed to be to vanquish each one's opponent rather than to throw light on the method discussed. We felt the need of some plan so that all teachers could attend three or four meetings during the year with little expense. Township meetings had been tried without success, and finally the following plan was evolved:

Our county association (we call it league) was divided into four divisions meeting at Monroe, Dundee, Carleton, and Samaria, and a local manager was appointed for each division. Page's Theory and Art, and Meyer's General History were taken up and class work done in each. All teachers in the vicinity of each meeting were expected to attend the meetings in his division as often as possible. A president was elected at each meeting who served one term. His duty was to keep all records under the supervision of the local manager, who in turn was under the supervision of the county commissioner, the latter being ex-officio general manager of the league. The local managers report to the commissioner the work of each teacher on interest, scholarship, attendance. The lessons in each book were sent out in the fall by me, so that every teacher had notice of what the lessons were to be for each meeting. The reports of the local managers were copied in my office in my record book, and at the end of the year professional certificates like the one I enclose you were given to all teachers who had a standing of not less than 75 per cent in attendance and 60 per cent in scholarship. All teachers who were absent from any of the meetings were sent a card containing the following: "At the last meeting of the Teachers' League, in your division, I find you were absent. If you care to file an excuse in this office before the next meeting, I will see that you receive due credit. I trust you will see fit to attend the meetings as regularly as possible, as I

am sure we all can be benefited thereby." If the teacher filed a reasonable excuse, she was excused. The meetings were held in each division as often as might be on different Saturdays of the month, and I attended all possible, being present at some meeting each Saturday.

SCHOOL-ROOM DECORATION.

Under this head I will say that I have spoken to teachers about such things when visiting their schools and find that many have attended to it, and more are beginning to do so. In some schools a personal effort has been put forth.

SPECIAL DAY OBSERVANCE.

I have not impressed upon my teachers the observance of "Special Days," as they have so many things required of them which have not been asked before, and I felt I should go slowly.

PROFESSIONAL TRAINING.

I neglected to mention in its proper place that, at the divisional meeting and at the general meeting, the last named being held quarterly, we take up and discuss methods. At the general meeting this is the basis of our work. At our general meeting in March, we had with us H. R. Pattengill, Dr R. G. Boone, and Miss Matilda Coffin of Detroit. It was called an "Inspiration Institute" at suggestion of Supt. Tressler, who united with us, fifteen dollars being taken from State Institute funds and the balance paid by the Monroe city teachers and our league.

LIBRARIES.

We have attempted to push this and have made decided progress. There were in some parts of the county a few libraries. The books in some were selected some time ago probably, consisting principally of geological, agricultural, and various reports, in a fine state of preservation which *might* denote extreme care in the handling. In some districts these valuable books were stored in some house of the district; and, if ever used by the children, they were a fine example of preservation. We have now perhaps seventy libraries in the county, and the books are such as the children can use, being graded to fit the various ages. They have been obtained by socials, entertainments, and the like. I have attended all I could, sometimes officiating as door-keeper and at other times as auctioneer, selling the boxes at box-socials. In the latter capacity I am open to engagement. I expect to see all the schools of the county supplied with libraries before next July.

GENERAL.

On the whole I find that good work has been done and progress made. The things I have pushed most have been visiting of schools, teachers meetings, grading, and libraries. I have made over two hundred visits. This I think has helped me by showing the exact work done, and I hope something I have done and said may have helped the school and teacher. In all of my visits, except four or five, I have examined the whole school

on the work outlined by the State Manual and Course of Study. The board of supervisors allowed me to purchase promotion cards and monthly report cards for pupils, and these have been used by the teachers. I feel that more power should be given the commissioner, or, rather some power should be given him to act and not so much power to advise. I think the power to regulate the course of study in the district schools should be placed somewhere besides with the district board. We are now preparing for a school exhibit at the Dundee Fair, next September, and some Field Day events which I hope will be a success. I wish to explain that my teachers on the whole have been loyal, with perhaps one or two exceptions, and have seconded my efforts in every way. In January I sent out term questions for examination, and in May I sent out promotion questions. I have held five grade examinations; the attendance was about one hundred and thirty, sixty-two diplomas being granted. We have a "Summer School" here in this city and one at Dundee, with a total enrollment of seventy-seven. We had many commencement exercises in the county. I attended and addressed twelve of them. I can say that everything looks favorable for a good year following this, but public office is not a public "snap" in this department, at least, if one does all he should. A good storage of grit, gumption, and a good heart are necessary, to carry out all the plans one may make riding from school to school in the mud.

In conclusion I wish to express my thanks to Mr. S. H. Langdon, G. A. Denison, Miss Jessie Vivian, and T. E. Allen for the work they have done as local managers of the various divisions. I know this report is rambling and disconnected, but I trust it will be accepted.

Monroe, Mich.

MONTCALM COUNTY.

A. N. DEMORAY, *Commissioner.*

IMPROVEMENTS.

The work in this county during the past year has been very satisfactory, judging from the following: (a) the annual term of contract is more than usually adopted; (b) the value of apparatus is becoming popular; (c) the demand for better teachers exceeds the supply.

GRADE EXAMINATIONS.

These examinations have been held in every part of the county, conducted by myself or some member of the board of examiners, assisted by the teachers who had pupils to take the examination. Where pupils have passed the eighth grade, commencement exercises have been held. Grade examinations are very popular in this county, as is shown by the fact that one township furnished forty pupils at one examination.

SPECIAL DAY OBSERVANCE.

During the past year teachers, pupils, and patrons have taken much pride in the observation of special days.

PATRIOTISM.

The teaching of patriotism has been vigorously pushed the past year. The Grange has been a great factor in aiding the teachers along this line of work. I wish to acknowledge the great help given by Mrs. H. H. Hinds of Stanton, Mich.

TEACHERS' AND PATRONS' MEETING.

We have six local organizations, with one general association. These meetings have been of much value in diffusing a deeper interest in education among teachers and patrons. It is purposed during the year to hold mothers' meetings in every school district in the county, both rural and graded. One of the best institutes ever held in the county was held at Greenville in Feb., '96. Over three hundred teachers were in attendance, and all unite in saying, "Long live our Pat."

LIBRARIES.

In connection with the Grange we are doing all that we can do to establish a good working library in every district.

EXHIBITS.

While the exhibit work during the past year has not been so voluminous as in the past, the work has been of a much higher quality. Teachers and patrons alike unite in saying that the exhibit work has been of much practical value.

NEEDED LEGISLATION.

The great need of the present is better examiners, closer country supervision, lengthening of the school year, and fewer school officers. The last two can be materially bettered by the township unit system. The first two, in my opinion, need material changing. The average Board of Examiners are subjected too much to a local political pull; ditto the commissioner. I would suggest that there be created three or more examining boards for the State (the expense will be no more), said boards to have the power to grant the three grades of certificates now granted by the Board of Examiners, all certificates to be good for the State. Further, that the term of office of commissioner be increased to four or six years, and that it be made an appointive office with the appointive power removed as far as possible from political pull.

Edmore, Mich.

MONTMORENCY COUNTY.

H. B. FULLER, *Commissioner*.

READING CIRCLE.

Two teachers' reading circles were organized during the last year, one at Lewiston and one at Hillman. The circle at Lewiston prospered and did some good work, but closed toward spring without having fully completed both books. The circle at Hillman was short-lived and poorly attended, due very largely to the fact that the principal teacher in that section laughed at the work. The great drawback is the long distance many of the teachers have to travel to reach the circles. The work is new in the county, but most of the teachers seem anxious for self-improvement and we hope for a larger enrollment next year. We enrolled seventeen this year.

TEACHERS' AND PATRONS' MEETING.

Three meetings of this class were held during the year. The first was held at Lewiston during the teachers' institute; the second at Hillman, the last of November; the third was a joint meeting and picnic for eastern Otsego county and western Montmorency county. These meetings have done much good in correcting false ideas in regard to education, and in stimulating a more patriotic school spirit. I believe more such meetings should be held.

SCHOOL-ROOM DECORATION.

On visiting the schools throughout the county, I found a woeful lack of bright, pleasant, home-like school-houses. Many of them could as conveniently be used for sheep pens or coal bins as for a school-house. The walls were bare and often grimy and dirty. No thought seems to have been given to the important fact that beautiful pictures, clean walls and a neat pleasant room leave lasting impressions upon the minds of the children, which tend to make them better, pleasanter workers—better boys and girls in every way; while a dirty, bare, unpleasant room has directly the opposite effect. There are a number of pleasing exceptions to this, where the teacher has beautified the room and made it pleasant and home-like.

VENTILATION.

All the school-houses are without systems of ventilation and most all are heated by means of square box stoves. In only one case, however, did I find the teacher unable to keep the room warm, because of the poor condition of the building. Many new school-houses are being rebuilt to replace the old log ones, and in every case a model school building will be urged upon the officers.

LIBRARIES.

The schools, with the exception of Lewiston and Hillman, are without working libraries. No effort seems to have been made by teachers to secure them. This matter will be pressed upon their notice.

SPECIAL DAY OBSERVANCE.

I have received quite a few programs and notices of special day exercises, but their observance is not as universal as it should be. This is due very largely to the fact that the teachers have not been accustomed to such exercises as students, and have not been aroused to the requisite degree of action as teachers. The increase of such exercises, however, is gratifying.

PROFESSIONAL TRAINING.

The greatest difficulty we experience in this county in our endeavor to raise the standard of the district schools, is the lack of good teachers. We have raised the academic qualifications and now require the teachers to pass an average standing of 75 per cent for third grade, with a minimum of 60 per cent. The former requirement was minimum 50 per cent, average 60 per cent. Professionally we are endeavoring to raise the standard of teachers by our institutes, and through our Montmorency Summer Normal. I presented the great need of such a school to the board of supervisors; and they, seeing the practicability of such a school, generously voted us \$100 towards defraying its expenses. At this writing the '96 normal has enrolled 33 members and is doing good work. We hope much from this school.

Lewiston, Mich.

NEWAYGO COUNTY.

F. C. STILLSON, *Commissioner.*

I believe the past school year has been fairly successful for the schools of Newaygo county.

SCHOOL VISITATION.

Notwithstanding that our county is very large, being 36x24 miles, yet I have visited all the schools and have seen nearly every teacher in the process of teaching. Have followed up each visit with advice to the teacher, both oral and written, and have made it a plan to call things by their right names. I believe that we as commissioners should be honest and lay a teacher's faults fairly and squarely before him, then kindly assist him to overcome them. We also should notice all the good things, and as readily give praise when it is due. I have also given each district board notice of the needs of their school.

PROFESSIONAL TRAINING.

My visits have revealed the fact that certificates do not make teachers. The majority of our teachers have had no training, having finished their education in the district schools. We are lucky in having a goodly number of persons who are naturally adapted to the work, and with but few exceptions all are ambitious and anxious to improve and build up the profession. Our greatest need is professional training. But how to get it? So much life and beauty squeezed out of the "kingdom of childhood" because of dormant faculties in the profession! We look to the institute for aid.

TEACHERS' INSTITUTE.

We had a live meeting last August with an attendance of 144 and much good was done, but the time was all too short. I heartily endorse the section plan in our institutes, but believe it should be carried still closer to actual school work. Teachers need help in the "every day" reading, writing, arithmetic, and grammar; and our institutes should be turned into free "summer schools," with good, thorough, practical teachers to conduct them. It would seem that \$50 to \$75 should secure to our county some first-class teacher for an entire month. Enthusiasm and lectures on methods are all right for the real good teacher who has got a little rusty and sleepy, but the young and poorly trained teacher must be brought to a condition to grasp and apply such methods. No one knows the needs of the teachers so well as the commissioner, and I think the law wholesome that makes of the commissioner a local committee. I believe it should go farther and make him instructor.

READING CIRCLE.

The State Teachers' Reading Circle is an excellent means to the end of professional training. Nothing had been done in this county in the way of reading circle work till the last teachers' institute, when I forced it to the front; and today sixty are doing reading circle work. We hope to swell our ranks to 100 the coming year.

TEACHERS' AND PATRONS' MEETINGS

These are a great help in the upbuilding of our schools. We have a regular "County Teachers' Association" which has held two rousing meetings this year. The first was followed in the evening with a lecture by W. N. Ferris.

This county is united with Oceana in a "Union Teachers', Patrons' and Grangers' Association," with meetings in the winter. The attendance numbered over 1,000 at our last meeting. We are also united with Muskegon and Oceana in a "Tri-county Association," which has held one meeting this year. There are three regular township associations, and we expect to have twenty by the close of next June. All told we have had fourteen meetings the past year.

SPECIAL DAY OBSERVANCE.

The schools generally have observed the national holidays and Arbor Day in particular, many trees being set out.

LIBRARIES.

School libraries are a scarcity in this county, but there have been three libraries purchased during the last year. We feel the great need of such things, and at the coming institute will make an organized attempt to further means whereby we may secure a library for each district.

GRADE EXAMINATIONS.

There has been held one regular grade examination this year conducted by the teachers, and fifty-four received diplomas. While it adds very much to the burden of the commissioner, the good resulting from it more than compensates.

A DISCOVERY.

We have done many things and have left unaccomplished many good reforms which seemed so near at the beginning of the year. We have discovered that one head is small and two hands few in a field where there is so much to do.

Fremont, Mich.

OAKLAND COUNTY.

H. H. SNOWDON, *Commissioner.*

SCHOOL GROUNDS AND BUILDINGS.

I take great pleasure in stating that there has been a great improvement made in the school-houses of Oakland county. A number of new buildings have been built, old ones newly painted and papered, old seats replaced by new ones, and in general our school-houses are being made home-like and comfortable. The school grounds have also been improved by planting shade trees, flowers, etc.

TEXT-BOOKS.

Our text-books are far from being uniform, and while the commissioner has tried to improve the same, he has met with little success. It is impossible for teachers to do good work where many varieties of text-books are used and 25 to 30 classes held each day. The text-book question cannot be solved too soon.

GRADING OF SCHOOLS.

Our district schools are pretty well graded and we are gaining much better results. Our teachers, with few exceptions, work hard to keep their schools well classified and to make the necessary reports to the commissioner. Monthly report cards are used to a great extent.

LIBRARIES.

Much interest is being taken in forming school libraries, but we are not doing as well as we should. The value of good literature cannot be over-estimated, and I hope to see the day when every district school can have a good working library.

TEACHERS' AND PATRONS' MEETINGS.

Our teachers' meetings have been a grand success and have been largely attended by teachers, pupils, and patrons. We have held about 50 teachers' and citizens' meetings, and have succeeded in arousing considerable interest in our schools. Supt. Pattengill, W. N. Ferris, W. A. Stevenson, Prof. McFarlane, and Charles McKenny have addressed our teachers at different times during the year. School officers, pupils, parents, patrons, and teachers, have read papers and given talks on various topics pertaining to school work. The commissioner has been greatly assisted in this work by various citizens and business men. He owes not a little to the earnest, untiring work of County Examiner Leroy N. Brown, who has spared neither time nor money in helping to arouse a greater interest in our district schools. Examiner A. L. Craft has also helped the good cause along. I believe county commissioners can do no better work, and I am heartily in favor of letting the people know the condition of our schools and the necessity of their hearty support and co-operation. There is no danger of our district schools being made any too good.

GRADE EXAMINATIONS.

Grade examinations have been held throughout the county and a large number of pupils have secured diplomas. Much interest is being taken in these examinations, and pupils are encouraged to remain in school and complete the course of study. I am much gratified at the good results.

COUNTY SCHOOL MANUAL.

The commissioner has published a county school manual each year, and has sent it to the various school officers and teachers throughout the county. The manual contains various information pertaining to school work.

PROFESSIONAL TRAINING.

We have urged our teachers to prepare themselves carefully for their work, and have tried to have them realize that school teaching requires something besides the mere ability of passing an examination. As far as possible we give our teachers credit for good work in the school-room, and for the general interest taken in educational work. I believe our district school teachers need more training along the line of "How to Present the Subject-matter." We have altogether too much ask and answer work, and too little real teaching. A county training school would help matters.

GENERAL.

In general it may be said that the past school year has been an improvement on our former work. In my judgment 215 schools are too many for one man to do good, thorough work; and many important matters have to be left undone.

Reading circle work has been carried on by many of our teachers and good results obtained.

County Examiners Leroy N. Brown and A. L. Craft have co-operated with the commissioner and aided him in various ways to make the work as thorough as possible. We feel much encouraged and hope to press on and do better and more effective work.

May our district schools continue to improve, and may we be successful in our efforts to give the boys and girls upon the farm a good start that will enable them to climb still higher on the educational ladder that leads to good citizenship, one that will enable them to live lives full of many years of usefulness.

Pontiac, Mich.

OCEANA COUNTY.

D. E. McCLURE, *Commissioner.*

I take pleasure in transmitting herewith a brief report of the work done along educational lines, and the general condition and prospects of our schools.

We have tried to advance along three, perhaps four, lines of educational work; viz., patrons' meetings with teachers, school-room decoration, pupils' graded course of reading.

TEACHERS' AND PATRONS' MEETINGS.

These meetings during the past year were most helpful. We held some very large meetings, the one at Hesperia surpassing any meeting of its character held in the county. This meeting opened Thursday night with a symposium given by the Hesperia schools, and continued in day and evening sessions until Saturday night, closing with a lecture on Sunday evening entitled, "As a Man Thinketh so is He," by Principal W. N. Ferris of Ferris' Industrial School. The smallest attendance we had at any session was 800 persons. We held twenty teachers' and patrons' meetings within the year. Out of these meetings have come a closer sympathy between patrons, teachers, and pupils (the forces that make or unmake our civilization), school-room decorations, and good literature for children and patrons.

COMMENCEMENT DAY.

• The most encouraging sign in our educational work is the interest manifested by patrons in our county commencements. We have held

many of those this year, and in every instance the school-rooms have been packed by interested, attentive audiences. The orations and essays given on such occasions have been of high literary merit, and the uplift to education great.

GOOD LITERATURE.

We must say, however, right here that, without the pupils' graded course of reading, we should not have had such successful graduations. This course affords a source of knowledge and inspiration from which the graduates draw in unstinted measure. Better than this, it lays a taste for good literature in home and school. When this taste is found and developed in school officers and patrons, better schools result, and every good school forms a circle which touches a circle formed by another good school; and, as these circles multiply and widen, they describe the boundary line of true education.

GENERAL.

We are getting better teachers, better school-rooms, better literature, through the sympathy and better educational sentiment created by our teachers' and patrons' meetings.

Shelby, Mich.

OGEMAW COUNTY.

B. BENNETT, *Commissioner.*

READING CIRCLE.

Of the forty-odd teachers in this county, twenty-seven have studied "White's School Management" and seven have pursued "How to Study Botany" during the year. This is a large increase over the reading circle work done in any previous year—an indication that teachers are waking up to the necessity of keeping abreast of the times in school manipulation.

SCHOOL-ROOM DECORATIONS.

The same interest is likewise shown in the tastiness of school-room decorations. Old log houses and ramshackle, unpainted, unsided, unplastered, poorly lighted baloon frames that look dingy and forbidding enough from the outside, are often surprisingly attractive within, made so by the artistic ingenuity of the cleanly little "school marm" who reigns queen over her happy group of subjects gathered from homes whose inmates are familiar with the struggle for existence in primeval forests.

In this connection it may be allowable to remark that the recent law requiring five months' school or a forfeiture of the primary school fund is working great hardship to several districts in the newer regions. Considering educational matters for the whole State, the requirement of

five months' school in a year is undoubtedly a step in the right direction; but when it is localized in its application, one may have good cause for wishing that exceptions to the general law had been made to cover such cases as are invariably found in frontier regions.

LIBRARIES.

In the matter of school libraries this county is not so well equipped as the commissioner would like to report. However, the movement has been inaugurated and, considering the adverse conditions, there is room for gratification even along this line.

SPECIAL DAY OBSERVANCE.

More and more are special days being observed by teachers, especially those occasions that cultivate the spirit of patriotism. Love for the flag, reverence for the heroic deeds and characters of our mighty dead, and exemplary living, are taking deep root in the natures of the rising generation. The schools are carefully nurturing these sentiments; and it is undoubtedly true that there is in this section more deep, abiding, intelligent love for our country and its institutions than ever before.

GENERAL.

The schools of Ogemaw county are making reasonably rapid progress toward the top notch of perfection. Not everything that may be desired has yet been attained; but it can be safely said that the general spirit in educational matters is evolution more satisfactory than that of any other department of social or civil life, and this, too, in spite of the abominable district system that weights us down. Given the township unit plan with its reputed advantages, and eliminate the possibility of hiring teachers through favoritism (just because they live in the district and are connected in some way with the school board), and a great reform would be at once instituted in a number of districts now inefficient, not because the teachers are weak, but for the sufficient reason that many patrons are bound to consider them so by virtue of the circumstances. Along every line our schools have been progressing finely. One more year will, we trust, bring us still nearer our advancing ideal.

West Branch, Mich.

OSCEOLA COUNTY.

ALBERT ALLEN, *Commissioner*.

READING CIRCLE.

Reading circles were formed in all the villages of the county and nearly one-half of the teachers were enrolled. Those who were in the circle during the past year are anxious for the work to begin again. Our teachers realize that they must make better preparation for their work or give place to others.

TEACHERS' AND PATRONS' MEETINGS.

An association called the Osceola County Teachers' and Patrons' Association was organized in May and a successful meeting held. School rallies and picnics were held all over the county.

SCHOOL-ROOM DECORATIONS.

Not more than one-third of the schools in this county make any attempt to decorate the school-rooms. We look for a decided improvement along that line during the coming year.

SPECIAL DAY OBSERVANCE.

One of the pleasing things connected with my work of visitation last year was that, no matter in what school I would on a special day, I was sure to hear a good program given.

PROFESSIONAL TRAINING.

This is the one thing needful. Though I think the teachers of Osceola county are as fully prepared as are the teachers of adjoining counties, still their culture is not broad enough. Legislation requiring such preparation would look better on our statute books than some of our fish and game laws.

LIBRARIES.

There are no such things as working school libraries in this county outside of the graded schools. Township libraries are of no value to a majority of the people and should be changed to district libraries immediately.

GENERAL.

This being my first year, not so much work was accomplished as may be next year. Our teachers are doing all they can to aid me, and I go to the work the coming season feeling that I have the confidence of the teachers and patrons.

Marion, Mich.

OSCODA COUNTY.

STEWART GORTON, *Commissioner*.

"To him that hath shall be given, and from him that hath not, shall be taken away, even that which he hath."

The act of the last legislature placing the minimum of schools at five months to entitle the district to any share in the primary money, will deprive many weak districts of the few dollars that they have formerly obtained under the old law, because they are absolutely unable to support a school five months in the year. Many districts were paying 6 per cent and more of voted school taxes to support a three months' term. Five months is impossible.

Would I have the law repealed? No, I would have it supplemented with a law making a just and wise apportionment of the primary money, giving something to the new and weak districts of the State, instead of giving it all to those that are well established in old and wealthy communities, with good houses already built and equipped. Such a law should give to each district a specific number of dollars, without any reference to the number of children in the district; but its payment should be made contingent on the number of months' school provided for by the inhabitants of the district, the amount paid to each depending on the length of the school term and not on the number of children.

We must not forget that the object in creating this fund was not to give each child in the State an equal amount of money, but equal educational advantages. The present method of distribution does not execute the purpose for which this fund was created. That alone is a sufficient reason for change, though many others might be adduced. I wish I might reach the ears, the heart, the conscience, the judgment, of Michigan's legislators, purely on the question of equal and exact justice to the children. Today they are the wards of the State; in the near future they will be the State itself. They ought not to assume the responsibility of citizenship under the ban of ignorance, or with a lack of intellectual culture. As citizens of this commonwealth of Michigan, we are all proud of her past history—we glory in her present prosperity, the intelligence and generosity of her people, the number and character of her educational and charitable institutions. Our hearts are big with hope for the future. The merciless law of compensation will bring us what we provide for. No more, no less; nothing different. If we expect the present generation of children to develop into honorable and useful citizens, we must shape our school laws to that end, consulting judgment and justice rather than expediency and precedent. The old proverb says "The gods help those who help themselves." The people of this county have been helping themselves grandly; our teachers have devoted themselves honestly, intelligently, and persistently to their chosen profession, and our children are living evidences of their fidelity. Now we should be pleased to have the gods come up with their contribution.

Luzerne, Mich.

OTSEGO COUNTY.

R. D. BAILEY, *Commissioner*.

READING CIRCLE.

Two years ago, before my term of office began, the subject of a reading circle was placed prominently before the teachers at the institute by the conductor, S. B. Laird of Dowagiac, and his assistant, Prof. McFarlane of the State Normal. The topic was so well presented that it met with general favor; and I, as local secretary, succeeded in disposing of over thirty sets of the prescribed books. The books at that time were Parker's "How to Study Geography," and Boone's "History of Education in the United States." There were no gatherings for the purpose of work with the books, but all work was done individually. There was quite an interest manifested in the work. This interest, however, seemed to die out as it became apparent that the commissioner was not going to hold examinations on the books, using the questions sent out by the State secretary of the reading circle. Those in power so utterly neglected to foster the work that there arose a general feeling of indifference for it, and since that time it has been impossible to do anything in that line more than to order a few stray sets of the current books for ambitious teachers. Diligent inquiry of our teachers, as I have met them, during the spring and summer of 1896, in their schools and at associations and examinations, has revealed the fact that there is an awakening desire for self improvement, and hence for the professional reading found in the reading circle books. This sentiment is due to a general awakening of professional spirit, due to the inspiring spirit of our educational papers, the educational column in local papers, private persuasion by the commissioner, and to lofty sentiments voiced by the speakers at our associations. I think that at our institute, Aug. 10, I can enlist the sympathies of a large number of our teachers in this work. At the same time I hope to note many pledges to introduce the pupils' reading circle work into the schools. In this county where railroad facilities are very poor, I do not think it wise to try to have meetings for work on the books, at any set intervals. A better plan will be to have examinations on the books occasionally, using the printed questions sent out by the State secretary of the reading circle. We have teachers who take genuine interest and pleasure in buying and studying the books from year to year for the very love of the work. We have, on the other hand, teachers whose ideals are so low that they express the most complete disgust and the most abject disappointment because they had bought the books and were not to receive any credit on their certificates for having done so. Poor things! I believe that it would be a good thing, in this county, to hold examinations on the books and to allow some credit on some particular subjects, or on the general average of the teacher's certificate. For instance, the year we had Boone and Parker we could have credited on certificates, the marks earned on those two books, instead of the marks earned on regular questions in history and geography, if the teacher so elected. Still, I can see obvious faults in this plan.

In this county many of our teachers never went beyond the eighth or ninth grade in any school before they began to teach, so we must do everything we can to enlist them in self-improvement. It is the policy of the present board of examiners in this county, *not* to adapt ourselves and our requirements to the teacher's present qualifications, but to make each teacher feel that he must advance or stop teaching in Otsego county. Since the reading circle brings to our teachers about the only professional literature they get, I, for one, am very anxious to see the grand work go on.

TEACHERS' AND PATRONS' MEETINGS.

While we have had other educational meetings, we have had only one that could be strictly called a teachers' and patrons' meeting. It was held at Vienna, on the extreme eastern edge of the county, and was a complete success. We had two hundred in attendance. The country people for miles around attended and the ladies furnished free dinner. Ample tables, plank seats, and stage room, were provided in a beautiful grove. The day was perfect. The children's program occupied the forenoon, and the program by the adults the afternoon. The day was hardly long enough. It was grand to hear the tributes to education uttered by people of both sexes and of all ages and conditions. Old pioneers who had had but a few weeks' school, men who had hunted deer in those very woods, and tottering grandfathers, all joined in urging the young present to make the most of their glorious opportunities, and the parents to provide liberally for schools.

SCHOOL-ROOM DECORATIONS.

There is a growing sentiment in this line, yet it is very apparent that there is a great difference in teachers in this respect. I have in mind a young lady who taught many months in the same district in which the school-house was notoriously shabby, and who never made the slightest attempt to repair or wash the dirty, tattered cloth curtains, or to place a small flag or a bright picture on the wall. While visiting schools, I sometimes find two teachers in school-houses in about the same state of repair, yet one teacher has made her room a cosy little school home, while the room occupied by the other is gloomy and forbidding. All these little things enter into the commissioner's estimate of a teacher.

SPECIAL DAY OBSERVANCE.

Decoration Day is being more generally observed by appropriate exercises, as is Arbor Day also. Many schools have a holiday the day after Thanksgiving, it being Friday, and then keep school Washington's Birthday and have appropriate exercises. I think this is a good plan as school then amounts to more than the day after Thanksgiving when every one is a little languid from over-eating the day before. The programs for special days in the *Moderator*, have much to do with observance of special days. Blackboard decoration is stimulated by the same means.

PROFESSIONAL TRAINING.

The number is growing in this county who have or are trying to have such preparation. Until recently it has been pitifully small. We now

have two Normal School graduates and quite a number of college people, as well as many who have been away to some of the excellent business schools in the State. I constantly encourage young people to go away to school, and have been successful in quite a number of cases.

LIBRARIES.

There are several in the county, and the disposition to buy them is increasing. I have taken pains to send lists of our directors and teachers to all our prominent publishing houses, and matter advertising suitable books has been sent to the directors and teachers. At all gatherings of our teachers I distribute the book from Superintendent of Public Instruction on district libraries, as well as many circulars regarding school libraries. All this will bear fruit. I shall not rest easy until I see each teacher equipped with a small working library, and a suitable though small one in each school in the county

GENERAL.

One drawback to our schools is the frequent change of teachers. Another is irregularity in terms, some districts beginning and ending at their own sweet will. I am doing all I can, by personal persuasion and by printed circulars, to have all districts hold their meetings in July, with a school year of three terms beginning in September, the year to close in June. In conclusion I will quote from an article sent by me to the Commissioner's Department of the *Moderator* last spring:—

We now say plainly to the patrons of the schools throughout this county that the curse of our schools lies in hiring for favoritism; hiring because some one has a "pull" on the job; hiring because "she is a good girl" or "he is a pretty good fellow"; hiring to spite some one else; hiring because the teacher's board money is wanted; hiring to give some needy person a job; hiring because those delegated to hire are too lazy to hunt up a good teacher; hiring for every reason under heaven except a good reason

We wish furthermore to state plainly that there are more schools in this county in which poor, inefficient work is being done, than there are schools in which good work is being done. The money that is spent in many districts on very poor teachers may as well be spent on good teachers, on the principle that it costs no more to feed good stock than it does to feed scrubs. Thousands of dollars are annually frittered away on schools in this county. It is time to call a halt. Let us hire with great care, pay well, and then require first-class service or resignation of contract. Well may the people grow restless under the burden of school taxes, when they plainly see the poor results.

Gaylord, Mich.

OTTAWA COUNTY.

CORA M. GOODENOUGH, *Commissioner*.

SCHOOL GROUNDS AND BUILDINGS.

Out of the one hundred and twenty school-houses in the county, there are but six that are not neat and substantial structures, well painted and well furnished with good seats and desks. Out-buildings are in good condition. The wells have had unusual attention during the past year. Most of the districts are supplied with good water. Much new life is shown by the improvements made on the school grounds by setting out trees and by beautifying the grounds with flower beds. Arbor Day was generally observed.

GRADING.

Most of our schools are graded and nearly all of our teachers are doing all they can to help the cause. I could make no complaint of their results. The records are faithfully kept and the classifying is getting better each term.

TEXT-BOOKS.

This county is proud of its uniformity of text-books.

TEACHERS' EXAMINATIONS.

Candidates for certificates come much better prepared for their examinations than they did a few years ago. Our teachers are reading and studying every spare minute they have. The actual work done in the school-room is of a higher grade than that of a few years ago. It is safe to say there is no complaining among our high grade teachers with the present system of examinations. As a result, pupils are remaining in school longer and patrons are not crying incompetency.

APPARATUS.

Most of our districts have purchased the necessary apparatus. A flag floats from nearly every school building in the county.

THE TRUANT LAW.

This law was enforced in most of the districts and, as a result, a large per cent of our schools were over-crowded during the winter term.

SPELLING CONTESTS.

Most excellent results have been obtained from these contests. A general contest was held at each of the three county Fairs. At the Holland Fair fully one hundred fifty competitors were present. Nothing in this county has raised so much enthusiasm as the spelling contest, and nothing has worked so much good in our schools.

INSTITUTES.

Our summer institute was conducted by George Edgecumbe, assisted by Smith Burnham and Charles McFarlane, continuing one week. It was addressed by Supt. H. R. Pattengill. The teachers were more than pleased with the work of the instructors and voted it to be the best yet held in Ottawa county.

GENERAL.

In the place of issuing a manual I edited a teachers' column in each of five of the county papers. This proved to be a means of information to teachers, patrons, and pupils. The reading circles have been well attended and as usual a source of usefulness and help to our teachers. Our associations have never been so well attended, enthusiastic, and beneficial as those held this year. I cannot be too thankful to my teachers for their good will and kindness shown me during my three years' work with them, and for the confidence they place in my suggestions. I am thankful to the presidents of our associations, L. P. Ernst and L. R. Heasley, for their loyalty to me in my efforts to improve the associations, teachers' meetings, and schools of this county.

Berlin, Mich.

PRESQUE ISLE COUNTY.

EDWARD ERSKINE, *Commissioner.*

I herewith send you a report of the condition of the schools and educational matters in general as they are in my county.

SCHOOL-HOUSES AND GROUNDS.

We have some forty school-houses, many of them well constructed with large, roomy grounds enclosed by substantial board fences; some few are made from logs, but they are of the hewn variety and give one the general impression of a progress in education that none other county of this State can excel, when we compare the newness of the settlements, which date back only a quarter of a century since the sturdy pioneer first began to clear the primeval forest. Our county is largely settled by those sturdy, industrious men who came from the Fatherland and carried with them a determination to erect a home on this free soil; with them they brought and inculcated that spirit of educational advancement that the Germans are noted for.

SCHOOL VISITATION.

Our schools are maintained from five to eight months each year. I have made some 80 visits, and traveled many hundred miles in so doing; and I find the general trend of education is upward. There is a general

inspiration for progress all along these school-lines, better buildings, neater fixtures, and apparatus for teaching:

APPARATUS.

Most of our schools are supplied with the most improved school appliances, and it is a matter of pride to me to be able to report how promptly our schools complied with the school law as to the displaying of our country's flag. Every school in the county except one complied with this law.

GENERAL.

As to the general sanitary conditions of the schools many suggestions were also given and complied with, and general harmony and good will prevails in all school business in our county. The wages paid our teachers are from \$30 to \$40 per month. Teachers' associations have progressed, reading circles have been formed, and a general progress toward a standing with our older sisters is sought and desired. The general percentage for teachers' certificates has been steadily raised, until we request a standing of 80 per cent for third grade, 90 per cent for second grade, and 95 per cent for first grade certificates. Before I close this brief description of our schools, I desire to pay a tribute to our State Superintendent for helping us with our county institute, which has done much towards instilling into our teachers that enthusiasm necessary for the promotion and advancement of education. I then can say our county is steadily advancing onward and upward, but surely approaching that pinnacle whereon Presque Isle will stand as one of the most progressive counties in northern Michigan.

Rogers City, Mich.

ROSCOMMON COUNTY.

E. G. PAYNE, *Commissioner.*

READING CIRCLE.

Reading circles have failed here, on account of the inconvenience, loss of time, and expense of getting to and from the place of meeting.

TEACHERS' AND PATRONS' MEETINGS.

There are none.

SCHOOL-ROOM DECORATIONS.

I find nearly all school-rooms decorated with flag, pictures, flowers, etc.

SPECIAL DAY OBSERVANCE.

Teachers in nearly all instances have some appropriate exercises.

PROFESSIONAL TRAINING.

We are fortunate in possessing two normal teachers. The teachers are nearly all hard workers and studious; in fact they will compare favorably with the same grade in any other county.

LIBRARIES.

Strictly speaking we have but one district that has a working library, and others that are starting one. The majority of our teachers possess libraries and know how to use them. They are yearly adding some choice works.

GENERAL.

Our graded school is in a good healthy condition, and it enjoys the attention of its patrons. The rural districts are, in some instances, only able to maintain a three months' term, but are hiring a better grade of teachers than formerly. Since our patrons are manifesting more interest than heretofore in the work of education, we hope and expect to do more satisfactory work in the future.

Roscommon, Mich.

SAGINAW COUNTY.

GEORGE A. WOOLSEY, *Commissioner.*

During the year ending June 30, 1896, the schools of Saginaw county have experienced many changes for the better. The plan of hiring by the year is very general. Much new and needed apparatus has been provided and is being profitably used. The demand for teachers of experience is above the supply.

READING CIRCLE.

I have been much pleased with the way the teachers have taken hold of this work. The enrollment exceeded 200. We were not loyal to the course, however, as each circle was allowed to substitute some other second grade branch for botany. This is the first year in which this work was pushed systematically. Credit was given on theory and art.

TEACHERS' AND PATRONS' MEETINGS.

Two meetings of this kind have been held, one at Chesaning and one at Merrill. At these institutes both teachers and patrons took part, and much enthusiasm was aroused. Teachers from all parts of the

county attended. A teachers' and patrons' association for the southern part of the county and one for the western part were organized. The appreciation of the teachers for a movement of this kind was very marked.

SCHOOL-ROOM DECORATIONS.

The desire to decorate the school-room and make it home-like is quite general. In many instances pupils vie with the teachers in an effort to beautify the school-room. As a result we have many rooms it is a pleasure to visit. The picture of Washington framed and decorated with flags is quite common.

SPECIAL DAY OBSERVANCE.

The observance of Arbor Day was very general this year. Rose bushes, flowers, and trees of all kinds were set out. Some had a flag-raising in connection and made a day of it. Quite a number of Horace Mann trees were planted.

LIBRARIES.

A systematic movement is now being made to establish a nucleus in each district, to which we can add each year. A few have been purchased this year. We are endeavoring to build up a library sentiment through the associations.

GRADE EXAMINATIONS.

Two were held, one in February and one in May. One hundred and thirty-one applicants wrote, and sixty-four were successful. For the first time the teachers did not conduct their own examinations. Thirteen local examinations were held, conducted by teachers appointed by me. The teachers almost universally prefer this plan. A great deal of interest on the part of the patrons has been aroused, and some schools brought into line that had been reached in no other way. I hope to conduct most of the next year's examinations myself.

GENERAL.

I wish to express my appreciation of the way the teachers of the county have assisted me in all my plans.

At the institute last September I introduced "Welch's System of Supervision." Teachers, pupils, and patrons alike seemed to be waiting and ready. This office is now kept in close contact with the work in nearly every school in the county.

Two sets of county all grade examination questions were sent out, which have aided greatly in securing uniform graduation.

I hope to be able to push the township rally plan thoroughly this coming year.

Saginaw, E. S., Mich.

ST. JOSEPH COUNTY.

JOHN EVERT, *Commissioner*.

One thing the school should do is to create desires which will cause pupils to go higher,—from grade to grade to the high school, and from the high school to college.

To determine in a measure what the schools of the county have done in this respect comparatively and as a whole, an effort was made to collect a few statistics. The following questions were sent to the superintendents of the village schools of the county: 1. What is the total number of graduates of your school? 2. Of these, how many are from the country? 3. How many of the graduates of your school are college graduates? 4. Of these, how many are from the country?

From the replies the following facts have been gleaned:

Three Rivers furnishes the largest number of graduates, 255; White Pigeon, the next largest, 192; Sturgis stands third with 151. Three Rivers heads the list of graduates from the town with 200; Sturgis stands second with 116; White Pigeon is third with 100. White Pigeon has the largest number of graduates from the country, 92; Three Rivers, the second largest number, 55; and Sturgis has the third largest number, 36. White Pigeon has the most college graduates, 30; Centreville is a close second with 29; Sturgis has 18; Three Rivers, 12. Centreville has the largest number of college graduates from the town, 19; White Pigeon has 17; Sturgis, 12; Three Rivers, 8. White Pigeon has 13 college graduates from the country; Centreville, 10; Sturgis, 6; Three Rivers, 4. The whole number of high school graduates of the Three Rivers, Sturgis, White Pigeon, Centreville, Mendon, Colon, and Burr Oak schools is 785. Of these 525 are from the town; 257 are from the country; 95 are college graduates: 57 of the college graduates are from the town and 38 from the country. The per cent of the high school graduates who are college graduates is 12.

One remarkable thing in connection with the above is the record of Centreville in the matter of the number of her graduates who are college graduates, the number being 29 and the per cent 37. This is over two times as large a per cent as that of the school standing second in this respect. Another remarkable fact is the comparatively small number of college graduates found among the graduates of the village schools. The number is only 95, less than one on an average for every school district in the county for a period of 20 to 25 years. While comparatively few of those who complete the course of study in the common schools will ever be college graduates, it seems that our schools are not doing what they should do to create a love of learning and a desire to go higher in an educational sense.

ARITHMETIC.

In recent years much has been said about too much time being devoted to arithmetic to the neglect of other studies. This may be true as a rule; but in our county, judged by results, it is not true. The examination test indicates that teachers and pupils are weaker in this subject than in any

of the other common branches. Experienced teachers, high school graduates, and graduates of the district schools, at the examinations almost invariably stand lowest in arithmetic. Processes seem to be fairly well mastered, but there is manifested a decided weakness in the ability to think. After a pupil has completed a course in arithmetic, algebra, and geometry in any of our high schools, it seems that he should be able to pass a good examination in the first named subject. However, the average high school graduate coming before the Board of Examiners during the last three years has not been able to do this. The time available for arithmetic in our courses of study, it is believed might be used to reach greatly improved results. More vigorous, vital teaching is needed,—teaching that will not only train the memory, but will develop the power of self-reliance and the ability to think.

Believing that the time has come for better work in arithmetic in St. Joseph county, and as a means to that end, I have recommended that intellectual arithmetic be taught by means of a separate text-book to seventh and eighth grade pupils in every school in the county. If properly taught, it will no doubt result in increased accuracy and rapidity in arithmetical operations, better memory, quickness of mental grasp, the development of the power of concentration, and the ability to think. The reason for recommending a separate text-book is that without it very little, if any, attention will be given to the subject, as experience has proved.

TEACHERS' MEETINGS.

During the year one "inspiration institute," one county association meeting, and about forty local township meetings were held.

The inspiration institute was held at Sturgis in February, and took the place of the regular summer institute. The instruction was excellent, the attendance was the best we have ever had, and the interest and enthusiasm manifested could not well have been greater. The meeting of the county association was marked by good attendance, carefully prepared papers, and interesting discussions.

The work of the township institutes was carried forward during the year in a gratifying manner. In some of the townships a marked increase in attendance and interest was manifested, while in most of the remaining townships the work was fully up to the standard of last year. One new feature of the work of the year just closed was the "exhibit" feature, whereby the written work, drawing, map-drawing, etc., of the different schools was exhibited and brought to the attention of teachers, pupils, school officers, and patrons. The ends desired to be reached by this means are care and neatness in general, and an increase in the amount and an improvement in the character of this kind of work. The work of the township institutes deserves to be strengthened and encouraged in every way possible, for in them we have an effective means for the professional improvement of teachers; and this is but another name for better schools and better opportunities for our children.

AIM AND MEANS.

General improvement has been the aim throughout the year in county educational work. Among the means to that end which have been kept in view are the following: improvement of teachers, thoroughness in

studies, good discipline, good morals, careful adherence to the plan of the uniform course of study, encouragement of pupils to complete said course and secure diplomas, graduating exercises in district schools, employment of teachers for long periods, teachers' institutes, uniformity of text-books, school libraries, care of school property, coöperation of parents, improvement of school-rooms, out-buildings, and grounds, and efforts looking forward to the encouragement of a spirit of enthusiasm.

BLANK REPORTS.

I have used the report blanks which are to follow during the year, and have found them helpful. No further explanation is necessary, I think, as they explain themselves.

SPECIAL SCHOOL REPORT.

(To be sent to the commissioner at the close of each term.)

Township
No. of district.....
Date
Name of teacher.....
When term began.....
When it ended.....
Number of teachers' meetings attended during the term.....
Number of township institutes attended.....Number of pupils to
complete the course of study this year.....Are you studying
the State Reading Circle books?.....What have you con-
tributed towards the township institute "school exhibits?".....
.....
.....
How many of your pupils have taken part in the township institute "con-
tests"?.....How many "contests" have they participated in?.....
Do you expect to have promotion exercises this year?.....Grad-
uating exercises?.....How many will complete the course?.....
.....Have you preserved your examination papers?.....
Work in penmanship?.....Language tablet work?.....Num-
ber of written examinations during the term?.....Whole number
of examination papers during the term?.....
What have you done towards uniformity of text-books?.....
.....
Are the text-books as recommended by the Board of Examiners?.....
.....
State fully what you are doing in the matter of "reviews.".....
.....
.....
Has the school a library?.....
How many volumes?.....
How many books were added to the library the present term?.....
.....
Has the school a flag?.....
Maps?.....Globe?.....Dictionary?.....

Reading chart?.....
 Number of copy-books in use in the school?.....
 Average number of pages written by pupils in copy-books during the term?
 Has the school a library case?.....

Township Institute report, to be sent to Commissioner at close of each Institute.

Report.	Remarks.
Date of Institute 189	
Township	
Length of forenoon session.....	
Length of afternoon session.....	
Whole No. present.....	
No. of teachers present.....	
No. of school officers present.....	
No. of pupils present.....	
Conductor.....	
Secretary.....	

[illegible]

Indicate absence and tardiness by a cross—X

Mendon, Mich.

SANILAC COUNTY.

H. A. MACKLEM, *Commissioner*.

The following is the report of the work done by the commissioner of Sanilac county during the year ending June 30, 1896:

1. Number of schools visited.....	142
2. Number visited twice.....	92
3. Number of schools graded according to the State Normal.....	43
4. Number of dictionaries put in schools.....	19
5. Number of globes.....	11
6. Number of maps.....	53
7. Number of flags.....	37
8. Number of county teachers' associations.....	6
9. Number of teachers attending same.....	375
10. Number of township teachers' meetings.....	2
11. Number of teachers attending same.....	81
12. Number of teachers belonging to reading circle.....	82
13. Number of pupils taking eighth grade examination.....	54

We think we have succeeded during the past year in putting our schools in a much better shape than they were before, and are in a position to do better work the coming year.

A few of our teachers may not be up to the standard, but a greater majority of them are wide-awake, energetic, and progressive.

Marlette, Mich.

SCHOOLCRAFT COUNTY.

J. A. CHISHOLM, *Commissioner*.

In submitting this report I am pleased to say that the schools of this county are making good progress.

GRADING OF SCHOOLS.

We have given much attention to the grading of the district schools, and in this the teachers have cheerfully coöperated with us. In all the schools of the county may be found Welch's classification register, the State Manual for district schools, and other helpful aids to teachers in grading and classifying the schools. The system is a success and meets with little opposition. Public sentiment is tending in the right direction, many of the schools are now supplied with teachers from the higher institutions of learning, and a gradual improvement may be noted.

SCHOOL VISITATION.

Each of the schools has been visited by me in person—some of them twice—and in the majority of cases I found the teachers enthusiastic and interested in the work, and ready to adopt suggestions.

INSTITUTE.

The last institute was the most successful ever held in the county. Prof. Rankin proved himself an efficient conductor, and every teacher in the county, except two, was in attendance. We do not hesitate to say that each returned to the work with new zeal, and fresh interest and energy.

PATRIOTISM.

Our teachers and patrons are realizing more and more the need of instilling into the minds of the youth patriotic sentiment and true Americanism. The floating of "Old Glory" over our school-houses is not sufficient. The duties of citizenship and the responsibilities of a representative government should be taught in every school. Our teachers are very helpful, and respond cheerfully to the request of striving to raise funds for a school flag and giving patriotic instruction in the schools.

LIBRARIES.

As the library is the student's workshop, too much cannot be said in its favor. A student who leaves school with the reading habit is bound to progress. In no other place can this habit be better fostered than in the library, where he is privileged to commune with the master minds of great authors. As yet our libraries are not very extensive, but every effort is being put forth to build up this very essential part of our educational system.

Seney, Mich.

SHIAWASSEE COUNTY.

E. D. DIMOND, *Commissioner.*

READING CIRCLE.

We have done but little work with reading circle during the year.

SCHOOL-ROOM DECORATIONS.

Many teachers of the county are giving special attention to this matter.

PROFESSIONAL TRAINING.

The professional preparation of our teachers is rapidly improving. My effort has been to show the teachers the need of knowing *how* to do their work.

LIBRARIES.

Some interest is taken in our schools in libraries. Several have been established and the good work is going on.

GENERAL.

The school interest in general is good. Many of the districts now hire their teachers by the year. The schools are well classified and graded. I have given a larger amount of time this year to 1st, 2d, and 3d grade work, and am confident that we are having better work done in these grades than before. Our teachers' meetings are well attended.

Corunna, Mich.

TUSCOLA COUNTY.

T. J. REAVEY, *Commissioner.*

READING CIRCLE.

About all the teachers employed in the county are members of the Michigan Teachers' Reading Circle. The county is divided into five districts. Each district holds a meeting once a month at which the work of the month is reviewed and discussed, besides a literary program is provided consisting of papers on general educational topics, together with music and other exercises. In cases where it is not convenient for teachers to attend the meetings of a circle, they take up the work at home and report to me on the questions sent out. A good many have taken up the work in this way during the year. Aside from the monthly meetings of the reading circles and the four meetings of the county association, no special meetings have been held; but next year we are planning to have district and township meetings in addition.

SCHOOL-ROOM DECORATIONS.

In regard to decorations, a large per cent, all the best school-rooms of the county, are nicely decorated with chain work, pictures, evergreens, mottoes, flags, and samples of drawing.

SPECIAL DAY OBSERVANCE.

Arbor Day, Decoration Day, Washington's Birthday, and Thanksgiving were generally observed with appropriate exercises. For Arbor Day a circular was sent out and, as a result, nearly every school ground has a nice row of trees set out, while many have tasty flower beds and vines.

PROFESSIONAL TRAINING.

Many of our teachers are dropping out to take a course at the State Normal or some college, and are coming back to give the schools the

benefit of such a training, while at every examination the number of applicants for first and second grade certificates is increasing.

LIBRARIES.

A fair proportion of our schools are supplied with well selected libraries, and more are being added every term. We mean to keep on until every district is supplied.

GENERAL.

In general I can safely say that at no time in the history of the county have the schools been managed by more earnest, better qualified, or more progressive teachers than at the present; never before has such systematic, thorough, and practical work been done as now. Where a few years ago existed the worst kind of a sectional fight, jealousy, and discord, almost perfect harmony now prevails, together with a live, progressive, and earnest school sentiment.

Caro, Mich.

VAN BUREN COUNTY.

J. A. O'LEARY, *Commissioner.*

TEACHERS' AND PATRONS' MEETINGS.

No one thing has done more toward arousing a sleeping public interest in our common schools than has been accomplished by means of these meetings. We have held half a dozen during the year in different portions of the county. At these meetings the house was always crowded, the discussions lively, and the time too brief to permit of more than limited consideration of the subjects. A greater number of meetings will be planned for the ensuing year.

SCHOOL-ROOM DECORATIONS.

While in some schools the principal decorations may consist of dangerously suspended patches of plaster and festoons of cobwebs, principally through the efforts of the untiring teacher many of the rooms have passed through a state of transformation and now appear as proof that many a teacher believes in bettering the everyday surroundings of the pupil. There are many attractive school-rooms, made so by the American flag tastefully draped, pictures, bought and borrowed, home-made maps, charts, mottoes, etc.

SPECIAL DAY OBSERVANCE.

The observance of special days and the teaching of patriotism go hand in hand. It would be safe to say that nearly every school in the county

has at some time during the year carried out a program in commemoration of some author or some event of importance. Many of the patrons have attended these exercises, which have been the means of not only cultivating a love for country and a thirst for a closer acquaintance with the great authors, but have served as a means of drawing patrons, teacher, and pupils nearer to each other.

PROFESSIONAL TRAINING.

The past year the reading circle work was done mostly by the individual teacher. There were a few organized circles and considerable interest shown. It is to be hoped that the ensuing year will see an increase in the number of those interested in this very important line of the teacher's professional work. Nearly three hundred copies of the different school journals are read by the teachers of the county. It is unnecessary to state that the *Moderator* leads.

Our long summer institutes, held for some years past, have certainly done much for the improvement of the teaching force. The one held last July and August was in no way inferior to the preceding ones, and the professional instruction given had much to do with the most excellent showing made by the younger class of teachers during the year just closed.

Our teachers, realizing that the educational world does move and that the teacher who will not keep up with the procession must give way to some one willing to qualify for better teaching, are alive to the necessities and requirements of the recent changes in the school law relative to professional improvement. Within the year two first grade and thirty-seven second grade certificates have been granted. There are in force in the county, six State, thirteen normal and college, six first grade, and over sixty second grade certificates,—a twice better showing than three years ago. Each year Van Buren sends her quota of recruits to the Normal and other schools offering advantages to those desiring to perfect themselves in their chosen profession. May the day be not far distant when a certificate to teach in the schools of Michigan shall be issued to such only as have had, in addition to the requisite academic work, at least a preparatory course in the science and principles of teaching.

LIBRARIES.

The good work still goes on. While we have not succeeded in placing a library in every school, much has been done along that line and more than one-half the schools have a start. In some districts money has been voted for such purpose; but in most cases, whatever has been done must be credited to the untiring efforts of an energetic and earnest teacher, who by socials, entertainments, etc., managed to lay by a few dollars for the purchase of books. Those districts having libraries are pleased with them, and the time is not far distant when every district will be supplied.

GENERAL.

One hundred forty wrote the eighth grade examination; eighty-nine received diplomas. Most of the directors have obeyed the law with reference to the purchase of a flag and school-room appendages, and a

large majority of the schools are well supplied with the necessary helps. The school year just ended has been a most prosperous one in educational affairs, and all signs indicate an era of continued prosperity.

Paw Paw, Mich.

WASHTENAW COUNTY.

W. W. WEDEMYER, *Commissioner.*

TEACHERS' AND PATRONS' MEETINGS.

An effort has been made to arouse wider interest in the work of the teachers' association of the county. The meetings held during the past year have been largely attended and productive of much good. Prof. A. D. DeWitt of Dexter, has been chosen president of the association for the coming year. Every effort will be made under his direction to extend the influence of the association, and to arouse renewed interest in its work among the teachers of the county. A number of patrons' meetings have been held in various districts. The patrons have attended the flag-raising and other public exercises of the schools, and have generally shown an earnest interest in school work. The commissioner has attended as many of the public exercises of the schools of the county as lay in his power, and has endeavored to arouse the interest of the patrons in the schools.

READING CIRCLE.

Some work in this line has been done by the teachers with good results. All teachers are urged to do as much work as possible in the line of advanced reading, and to keep up with the educational thought of the times, as well as to study general literature and current history.

SCHOOL-ROOM DECORATIONS.

Too much cannot be said in praise of the interest shown by most teachers in the matter of decorating their school-rooms. Many old school-houses have been made cozy and home-like by bright and active teachers. This is not saying that there is not room for improvement in this line in many of the schools of the county, but in general not much fault can be found with the teachers of this county in regard to this matter.

SPECIAL DAY OBSERVANCE.

Arbor Day, Lincoln's Birthday, Washington's Birthday, and other special days are celebrated in many of the schools by special exercises. These are encouraged as much as possible, and the commissioner attends exercises of this kind whenever it is in his power to do so.

PROFESSIONAL TRAINING.

Many of the teachers in this county have received preparation for their work at the State Normal School. Others have attended summer schools and normal schools other than the State Normal.

INSTITUTE.

The institute held last summer was very successful in every way. Thanks are due to the excellent conductor, Prof. E. L. Briggs, and to his able assistants, Prof. M. A. Whitney and Miss Ada V. Harris, for the earnest interest that they manifested in their work. Superintendent Pattengill was also kind enough to be present on the closing day and address the teachers. He has visited Washtenaw a number of times during the year, and has always received a hearty welcome.

LIBRARIES.

A forward step has been taken in the matter of providing the district schools with good libraries. The Fair Association offered premiums in this line, thus starting the movement in those schools that were lucky enough to secure the prizes offered. Socials have been held in many school districts, to raise money for the library fund. The work has been pushed forward in various ways, generally with success, so that many schools now have good libraries, or have at least made a good start towards securing them.

GENERAL.

A school exhibit was one of the features of the county Fair last fall. School Day was observed with appropriate exercises, Hon. H. R. Pattengill, Prof. M. A. Whitney, and Ex-Commissioner M. J. Cavanaugh being among the speakers. There was a large representation of scholars and teachers from all parts of the county. The schools are generally well graded, though of course there is room for improvement in many districts. Many scholars took the eighth grade examinations, a large percentage of them writing excellent papers. Effort has been made to have all the schools supplied with suitable apparatus, generally with success, though by no means always so. There is much room for improvement in the schools of the county. Yet I do not feel discouraged, especially when I compare the present condition of district schools with their condition when the work of grading them was first begun. The work of late years has become more definite and more satisfactory in every way. There is a growing uniformity in all school work; and, above all, there is increased incentive to the pupil to advance. I fully appreciate the faults of omission and commission in my work, but trust that my efforts to advance the interests of the schools of Washtenaw county have not been entirely in vain.

Ann Arbor, Mich.

WAYNE COUNTY.

T. DALE COOKE, *Commissioner*.

READING CIRCLE.

Some effort has been made during the year to have the teachers do the work of the reading circle, and forty-five have enrolled. Many teachers find the Bay View Reading Circle course more attractive and follow it. More and systematic work might have been done had the commissioner done his full duty in organizing circles, sending out questions, examining manuscripts, etc., etc. He expects, however, to make a big improvement along this line in the coming year.

TEACHERS' AND PATRONS' MEETINGS.

Saturday has always been office day, and since it is certain that the closing of the office on that day would cause considerable inconvenience and complaint among teachers and school officers, it has hardly seemed expedient to hold *township* meetings for teachers and patrons. The advisability of such meetings is conceded, and an effort has been made to get the people to take an active part in the meetings of the teachers' association, four of which are held each year. The way they responded was quite gratifying.

SCHOOL-ROOM DECORATIONS.

Many teachers have an eye for beauty and evidently try against many obstacles to make their school-rooms pleasant for the children. There are some school-rooms which are hardly fit habitations for pigs and chickens, which could be made attractive by a little effort. The careless teachers have been urged to do something to make their school-rooms brighter and more cheerful, but all have not heeded—for one room visited in November and again in June had the same (and more) cobwebs, the same zig-zag, wobbly stove pipe, the same skew-haw curtains, and "dad's breeches" still doing service as window glass. These and other marks showed that the teacher had not heeded the suggestions given on the first visit. Happily such people are short-lived—as teachers.

SPECIAL DAY OBSERVANCE.

A fair proportion of the schools have from one to a half-dozen special day exercises during the year, and the plan of having such exercises is on the increase.

PROFESSIONAL TRAINING.

But few of the district school teachers have had the advantage of professional training, but there are a goodly number who take advantage of every opportunity to improve themselves. This is shown by the large attendance at the institutes. Some of the best teachers of the county are attending the summer school at Flat Rock—the first one held in this

county—which aims to give some professional instruction along with the cramming for certificates.

LIBRARIES.

All the graded schools and a few of the district schools have excellent school libraries. School officers are fast waking up to the fact that their schools should have better libraries, and the old worn-out and worthless books in the district library are being boxed up and stored in the attic, while teacher and school officers are looking up catalogs preparatory to buying new books. Many books have been bought with money raised by socials, but in the year to come more money will be spent for library purposes than ever before.

GENERAL.

In conclusion it may be pardonable to call attention to some of the things which the commissioner has made considerable effort to improve.

1. Every school, except three or four which were closed at the time of visit, have been personally visited by the commissioner—something never before accomplished. No particular good may have been done in some of these visits, but pupils, teachers, and patrons were pleased to know that at last Wayne county had a commissioner “who had the disposition to at least get around and ‘see’ the schools.”

2. All the schools were this year supplied with the State Manual and a classification record or register. Teachers have heretofore given the manual but little thought, only because it had not been placed in their hands with instructions to follow. This year it has been a boon to many teachers, helping the younger ones over many desponding places and opening up the way that they should go. Many older teachers were glad to have the manual, when its many points of usefulness and helpfulness were pointed out to them. Even those teachers who have been carefully following the Detroit schools found the manual a great help. As yet no teacher has raised an objection to using it, but nearly all have expressed a willingness to try to grade their schools, and turned to it with a will; and all report more success than they had hoped for in view of the obstacles they thought they saw ahead.

3. Heretofore about one teacher in twenty-five has made an effort to keep up the grade register; but this year a Welch's Classification Register was placed in every district school, and every teacher required to leave a complete report of work done. That the teachers have been faithful to this duty is shown by the reports returned to this office.

4. In order to stimulate the grading of the schools, examination questions for promotion, in sealed envelopes to be opened on the day of examination, were sent to each teacher.

5. Monthly report cards have been furnished free of cost to those who wish to use them, and all are required to use the promotion certificates.

6. At eleven points in the county 8th grade examinations were held May 23, under the charge of an assistant examiner. The papers were sent to the commissioner and looked over by the board of examiners. One hundred and twenty-nine applicants wrote on all or a part of the examination; 47 wrote the examination in full, and 11 passed. Diplomas were given to successful ones. This being the first trial with the man-

ual, grading, and examinations, we hope to show better results next year.

These and other schemes were adopted to induce and compel the teachers to grade their schools. And there is no doubt but that more advancement was made along this line than in any previous year since the publication of the manual. Nearly all teachers gave their hearty support and coöperation to the grading and raising the standard of the district schools, and the result is more than satisfactory.

As all things cannot be accomplished at once, some necessary improvements were not undertaken this year; but I hope to be able to tell you of greater improvements next year, and trust that the Wayne county district schools will soon be classed among those counties that are doing the best work.

Detroit, Mich.

WEXFORD COUNTY.

H. C. FOXWORTHY, *Commissioner.*

In making up my reports last year, I found that a large per cent of the money paid for keeping our schools had been worse than wasted on account of irregular attendance or none at all. I then the first thing directed my efforts to the bettering of that fault. The teachers, school officers, and patrons of the schools worked with me; the result is a much improved condition along that line.

SCHOOL-HOUSES AND GROUNDS.

I found the sanitary condition of the school premises so bad that I directed a circular letter to my directors concerning it. Most of the schools at once cleaned up the yards, and the officers cleaned up the out-houses and repaired the fences. The teachers as a rule have taken much pride in decorating the school-rooms with historical pictures; and now, with the American flag flying every suitable day, our children are being trained up in an air of American patriotism. Many of the teachers and pupils planted flower beds—generally in a square around the flag-pole—and during the summer term they were repaid for their labor by bright, sweet flowers for several weeks.

TEACHERS' AND PATRONS' MEETINGS.

Our institute was an excellent one. There were sixty-seven teachers in attendance who were inspired to renewed energy by our splendid instructors, Profs. Waldo and McLaughlin. We have had two teachers' association meetings in our county this year. The association is in good working order. E. F. Carr, president; Geo. Catton, secretary. We have divided the county into four sections that expect to have monthly teachers' meetings this year. We have had three school rallies this year in

different sections of the county, in which I have had an opportunity of meeting teachers, pupils, and patrons of the schools, and have addressed them upon topics calculated to improve our schools. So successful have been these rallies that they will be kept up.

READING CIRCLE.

Many of my teachers are taking the reading circle work; all agree that it benefits them.

GRADING.

We have placed a classification register in all the schools; and, working with the teachers, we have classified all our schools. When a pupil has completed the work, including the eighth grade, we have regular

GENERAL.

All in all, our schools are doing well. Teachers and scholars are patriotic. They love their country and the flag. graduation exercises and give a diploma.

Manton, Mich.

QUESTIONS FOR EXAMINATION

FOR

STATE AND COUNTY CERTIFICATES

- I. STATE EXAMINATION AT LANSING AND PETOSKEY, JULY, 1896.
- II. STATE EXAMINATION AT LANSING, DECEMBER, 1896.
- III. REGULAR COUNTY EXAMINATION, MARCH, 1896.
- IV. REGULAR COUNTY EXAMINATION, AUGUST, 1896.
- V. REGULAR COUNTY EXAMINATION, OCTOBER, 1896.

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STATE EXAMINATIONS.

I. QUESTIONS PREPARED BY STATE BOARD OF EDUCATION FOR EXAMINATIONS HELD AT LANSING AND PETOSKEY, AUGUST 1896.

ALGEBRA.

1. Divide $\frac{1}{1+x} + \frac{x}{1-x}$ by $\frac{1}{1-x} - \frac{x}{1+x}$
2. Reduce $\left[\frac{a-x}{a+x}\right]^{\frac{1}{2}}$ to its simplest form.
3. Introduce under the radical signs the coefficient in the following :
 $5x \sqrt[3]{25x-8}$ and $\frac{a+b}{a-b} \sqrt{\frac{a-b}{a+b}}$
4. Rationalize the denominators of $\frac{1+\sqrt{2}}{2+\sqrt{2}}$ and $\frac{\sqrt{a+x}-\sqrt{a-x}}{\sqrt{a+x}+\sqrt{a-x}}$
5. Multiply $3\sqrt[3]{x}$ by $6\sqrt[3]{x}$, placing result in its simplest form.
6. Give rules for the five preceding examples.
7. Solve $\frac{\sqrt{4x+1}+2\sqrt{x}}{\sqrt{4x+1}-2\sqrt{x}} = 9$.
8. What number is that whose $\frac{1}{2}$ increased by 2 is to its $\frac{1}{2}$ diminished by 1, as 6 is to $2\frac{1}{2}$?
Solve as a proportion without reducing to the form of an equation.
9. Define a pure also an affected quadratic. Give rule for solving an affected quadratic equation.
10. Given $x+5 = \sqrt{x+5} + 6$, to find the values of x .

ARITHMETIC.

1. Define mensuration, line, parallel, horizontal, angle, perpendicular, right-angle, hypotenuse.
2. What is the altitude of a triangle? Of a parallelogram?
3. What is the diameter of a sphere whose volume is 150 cu. ft.?
4. If a 3-in. pipe fills a reservoir in 16 hours, how long would it take a 4-in. pipe to fill it?
5. (a) What is compound interest and how found?
(b) What is annual interest and how found?
6. Sold a bill of goods at 30% discount for 30 days and 5% off for cash, receiving \$452.20; what was the regular price of the goods?
7. A agreed to labor for \$2.50 per day, on condition that he should forfeit 50 cents every day he was idle. At the end of 100 days he received \$190. How many days was he idle?
8. Three men, A, B, and C, agreed to do a certain piece of work. A and B can do the work in 6 days, B and C in 12 days, and A and C in ten days. How long will it take each separately to do it?

9. If $\frac{1}{2}$ of $3\frac{1}{2}$ times 1 be multiplied by $\frac{1}{4}$, the product divided by $\frac{1}{8}$, the quotient increased by $4\frac{1}{2}$, and the sum diminished by $\frac{1}{2}$ of itself, what is the remainder?
10. If a ball 2 inches in diameter weighs 5 pounds, what will be the diameter of another ball of the same material that weighs 78.125 pounds?

BOTANY.

1. What are the essential parts of a flower? Describe each of these parts fully.
2. Make drawings of a maple leaf, locust, corn and horse chestnut, and classify each as to venation, general outline, and margin. To what general division of the plant kingdom does the maple belong? The corn? Name three characteristics of each division.
3. Name the parts of plants that are used as food for man and give examples.
4. When is a flower said to be symmetrical? When complete? When perfect?
5. What is meant by fertilization? How does it take place? How are hybrids produced?
6. Give the general characters of the crowfoot family. Examples?
7. What is an herb? A shrub? Describe a bulb, a tuber.
8. In teaching botany how would you proceed with the classification of plants? What habit should the study of botany especially cultivate?
9. Define the following terms: axil, apetalous, cyme, dehiscent, involucre, pome, rhizoma.
10. Name and describe the more common forms of stems. How is a root distinguished from a stem?

CHEMISTRY

1. How does the volume of a gas vary with pressure? With temperature?
2. Define acid and alkali. What are salts and bases? Give by formula examples of each.
3. What weight of oxygen can be prepared from 60 grammes of KClO_3 ? Write the equation and explain it.
4. In how many and what ways do molecules differ? Define valency.
5. How does gold occur in nature? Silver? What recent discoveries in methods of refining have cheapened production?
6. What is fermentation? Name different kinds.
7. Find the symbol of a gas having the composition 27.27 per cent C; 72.73 per cent O, and weighing 1.9712g. to the liter.
8. What elements can be obtained from HCl , NH_3 , and H_2O ? How can they be obtained in each case?
9. What is an oxidizing agent? A reducing agent? Give examples.
10. How may sodium or barium be detected by the aid of a prism? How does the light emitted by hot gases differ from that emitted by solids?

CIVIL GOVERNMENT.

1. Name four distinct powers and duties of the Senate.
2. Describe the process through which a measure passes to become a law.
3. What does the Constitution specify on making of treaties? On nomination and appointment of federal officers?
4. Name the legislative bodies by whose action a citizen or resident of Michigan is governed.
5. Name two purposes of our National Constitution as stated in the preamble.
6. In what cases has the United States supreme court original jurisdiction?
7. What persons are legal voters at school meetings, and how are our common schools supported?
8. Describe two methods of proposing amendments to our National Constitution.
9. Distinguish between United States ministers and consuls.
10. Show that the town government is in the nature of a democracy, while that of the county is representative.

GENERAL HISTORY.

1. Mention three important battles by which the Greeks gave a death blow to Persian rule in Europe.

2. Contrast the science and literature of the ancient Persians with that of the Babylonians.
3. Explain what is meant by the saying, "Assyria and Egypt were the birth-places of material civilization, and the Phoenicians were its missionaries." Is any religious reference intended?
4. What English poet became greatly interested in the struggle for freedom of Modern Greece, and what was the Triple League that helped to make it an independent kingdom?
5. What Frankish monarch's reign was likened to a torch amid the darkness of the Middle Ages? Tell something of his achievements.
6. In what century and under what line of kings occurred the English Constitutional struggle? How did it terminate?
7. What brought the following into prominence: Guy Fawkes, John Bunyan, Titus Oates, George Fox, Charlotte Corday? [20 credits.]
8. What did each of these men do to aid material and intellectual progress: Herschel, Watts, Cuvier, Arkwright, Fulton? (20 credits.)

GEOGRAPHY.

1. Mention three physical features that have made it possible for the United States to become one of the greatest nations of the globe.
2. What is the greatest latitude a place may have? The greatest longitude? Explain answers.
3. Give three causes that may produce marked differences in the climate of places having the same latitude.
4. What can you tell of the customs of Japan? Of China? What has greatly increased our knowledge of these countries?
5. Describe the following rivers: Volga, Lena, Yukon, Columbia, Euphrates.
6. In what section of the country do our great tornadoes generally originate and why do they usually occur in late spring or early summer? Tell something of the two that wrought such havoc this year.
7. Discuss Egypt as to extent and dependencies; its remarkable valley and famous ruins; the relation between it and the British government, and the recent expedition up the Nile.
8. Give the chief characteristics of the people who inhabit Mexico, Newfoundland, the Sahara, Corea, Norway.
9. Compare the continent of Europe with that of Africa in outline, physical features, and natural resources.
10. What products are largely exported from the region of which New Orleans is the distributing port? Liverpool? Shanghai? Montreal? Buenos Ayres?

GEOLOGY.

1. What proofs are there that soil is disintegrated rock? Explanation of rock disintegration.
2. Account for stratification. Discuss glaciers as a geological agent.
3. What is meant by drift? How deep are drift materials sometimes found?
4. Given unnamed specimens of quartz, feldspar, limestone, marble, and mica, how would you determine their classification?
5. Account for metamorphic rocks.
6. Define the following terms as used in geology: joints, fissures, faults, mesozoic, delta, eocene, veins.
7. Describe physical geography and climate of the coal period and the mode of accumulation of coal.
8. When were the Appalachian mountains uplifted? Discuss shortly the change of life forms produced by this revolution.
9. What were the highest vertebrates during mesozoic time? What part of North America was under water during that time?
10. Discuss fossils, their origin and distribution. Tell something of the people who first inhabited Europe.

GEOMETRY.

1. (a) Name the geometrical concepts.
(b) Define geometry.
2. Demonstrate: At any point in a straight line, one perpendicular can be erected to the line, and only one, which shall lie on the same side of the line.
3. Demonstrate: Two parallels are everywhere equally distant from each other and hence never meet.
4. Demonstrate: The arcs of a circumference intercepted by two parallels are equal.
5. State correctly five propositions concerning the measurement of angles.
6. State and demonstrate the Pythagorean proposition.
7. Demonstrate: At any point in a plane one perpendicular can be erected to the plane, and only one.
8. Demonstrate: A line which is perpendicular to one of two parallel planes, is perpendicular to the other also.
9. Demonstrate: The volume of a triangular pyramid is equal to one-third the product of its base and altitude.
10. Demonstrate: The opposite faces of a parallelopiped are equal and parallel.

GRAMMAR.

1. Construct a sentence illustrating the use of *where* as a relative adverb; as a conjunctive adverb simply.
2. Give the construction of the italicized parts of each of the following:
 - (a) Let the nation *stand* by the school.
 - (b) To her years of prosperity, *past and in store*.
 - (c) *It is for him to know* what is best.
 - (d) Make me *straight*, oh worthy *master*.
 - (e) It is *worth* dying *for*.
3. Give the words or phrases corresponding to the following description:
 - (a) Indicative past perfect of *do*.
 - (b) Progressive form, present indicative of *go*.
 - (c) Personal pronoun, first person plural, objective.
 - (d) Three chief co-ordinate conjunctions.
 - (e) A compound relative pronoun used objectively.
4. Explain and fully illustrate the property of voice in English grammar.
5. What four parts of speech are used to connect the parts of complex sentences?
6. Illustrate by sentences the difference in use of *singing* as a mere adjective, a participial infinitive, and a participle.
7. Define apposition, predicate nominative, preposition, adverbial objective, reflexive pronoun, anticipative subject, etymology, conjugation, indirect object, defective verb.
8. [20 credits.]
 1. "In daily life what distinguishes the
 2. master is using those materials he has,
 3. instead of looking about for what are more
 4. renowned or for what others have used well."
 - (a) Give reasons for the use of comma after *has*, and its omission after *renowned*.
 - (b) Parse *what*, line 1.
 - (c) Parse *using*, line 2.
 - (d) What part of speech is *those*, line 2?
 - (e) Is *has* completed by an object? If so, what is it?
 - (f) Give syntax of *instead*, line 3.
 - (g) Parse *what*, line 3.
 - (h) Parse *for*, line 4.
9. Diagram or analyze above sentence.

LITERARY TEST.

The examination in the studies rhetoric, literature, penmanship, reading, and one-half of orthography, will consist of an essay of not more than 3,000, nor less than 2,000 words, on one of the following topics, to be designated on the day of examination:

A review of James Russell Lowell and his works.

The War of Independence (based on Fiske's History).

Ben Hur: (a) purpose of the novel; (b) plot; (c) principal characters briefly described; (d) literary style displayed; (e) general impressions.

ORTHOGRAPHY.

[The spelling will be marked on the manuscript of essay, and will count one-half of this examination.]

1. Give a word whose chief vowel sound is that of broad *a*; of *i* with a wave; of Italian *a*; of short *e*; of long *o*.
2. Name and state the use of all the diacritical marks used with consonants.
3. State the three fundamental requisites of good pronunciation, and tell how they may be improved.
4. Give five prefixes and five suffixes, stating effect of each upon the root.
5. Mark pronunciation of the following: dynamo, franchise, purity, hostile, won't, rumor, institute, program, orifice, Gogebic.

PHYSICS.

1. Given three balls; the first weighs 6 lbs. and is 25 ft. distant from the third; the second weighs 9 lbs. and is 50 ft. distant from the third. (a) Which exerts the greater force upon the third? (b) How many times as great?
2. A ball thrown downward with a velocity of 35 ft. per second reaches the earth in $12\frac{1}{2}$ seconds. (a) How far has it moved? (b) What is its final velocity?
3. Find the length of a pendulum that will vibrate 5 times in 4 seconds.
4. (a) State fully and clearly the difference between kinetic and potential energy. (b) Illustrate the same by the pendulum.
5. In one pan of a false balance a roll of butter weighs 1 lb. 9 oz.; in the other, 2 lbs. 4 oz. Find the true weight.
6. A power of 70 pounds on a wheel whose diameter is 10 feet, balances 300 pounds on the axle. Give the diameter of the axle.
7. What is the pressure on the bottom of a conical vessel 4 feet high filled with water, the base being 20 inches in diameter?
8. How high could a liquid with a specific gravity of 1.35 be raised by a lifting-pump, when the barometer stands 29.5 inches?
9. (a) A minute after the discharge of a Leyden jar, a second and feebler spark may generally be obtained. Explain. (b) State two uses of lightning-rods.
10. What are the latest discoveries in electricity? Explain.

PHYSIOLOGY AND HYGIENE.

1. What are the uses of bones? Name and locate a bone illustrating each use.
2. Define the following terms as used in physiology: aorta, axilla, caloric, cartilage, clavicle, contagion, gland, ileum, iris, jejunum, nervousness, papillae, periosteum, clot.
3. Describe changes of blood which occur in the lungs. Describe changes which occur there in respired air.
4. State the relation which muscles bear to nerves. What do nerve cells generate, receive, and impart?
5. Discuss the parts of the brain and give their respective functions.
6. Define habit and discuss its importance from a physiological standpoint. What is the action of tobacco, taken as a habit?
7. What is meant by "catching cold?" How prevent and how remedy?
8. Why is ventilation important? Define disinfectants, absorbents. Give examples.
9. If a piece of fat is eaten, through what parts of the alimentary tract does it pass, what fluids does it meet, how does its nutritive portion reach the blood, and what is the effect on the blood?
10. What is disease? Mention some of the physiological effects of alcohol.

SCHOOL LAW.

1. Of what State boards is the State Superintendent a member?
2. What pupils of school age are exempt from the provisions of the compulsory school law?
3. What is the one-mill tax and how raised?
4. Who has the authority to admit or exclude public meetings from the school-house, the school board or the voters?
5. Have the voters of the district board the authority to admit non-resident pupils? Why?
6. If a vote is not taken by ballot, how may voters be challenged?
7. On what dates are the two *optional* regular examinations for county certificates held?
8. Must city teachers be legally qualified? How examined? Are any cities exempt from this examination?
9. Can a teacher contract legally with a school board for two or three years? Give reasons.
10. Do we need any new school laws from the next legislature? What? Why?

THEORY AND ART.

1. State the value of the study of the History of Education. What histories of education have you read?
2. Give chief facts in the life of Horace Mann.
3. Sketch briefly the educational system of Michigan. (20 credits.)
4. What means do you employ to cultivate in your pupils a taste for good literature?
5. What educational meetings have you attended during the past year? Why?
6. Suggest a course of supplementary reading for pupils of grades 4, 5, 6, 7, and 8. Name at least two books for each grade.
7. State what you consider to be the five chief requisites of a good teacher.
8. What are the chief divisions of the report of Committee of Fifteen?
9. What, after all, is the great object of education?

UNITED STATES HISTORY.

1. What is the educational value of history, and with what other subjects may it be correlated to advantage?
2. What means did the Spanish in Florida take to check the growth of the Carolinas, and what town did they found to serve as a strong military outpost? By what class of people was it settled?
3. What connection was there between Eli Whitney's invention and the perpetuation of slavery? Between Alexander Hamilton's efforts to raise money for the government and the Whiskey Rebellion?
4. What caused the strong political sympathy existing between the colonies of Virginia and New York, when they differed so greatly in social customs?
5. In what way did the French incur the enmity of the Iroquois tribes, and how did this affect the colonization of America?
6. What are the characteristic provisions of the famous Ordinance of 1787, and how did these provisions influence the character of the people who settled the Northwest Territory?
7. Mention four things which greatly stimulated the development of American manufactures in the beginning of the 19th century.
8. Why was New York so slow to join the other colonies in a declaration of independence from Great Britain?
9. Name the forty-fifth State admitted to the Union, telling the objections made to its earlier admission and how they were removed.
10. Tell something of the first practical use of telephones, railroads, steamboats, and the telegraph, arranging them in order of time.

ZOOLOGY.

1. What characteristics separate the higher animals from the higher plants? How does the nutrition of plants differ from that of animals?
2. Classify the sponge. Of what two essential elements is the sponge composed? Describe each.

3. Relate briefly the structure of the hydra and describe the method of reproduction.
4. Classify and describe the star-fish.
5. Describe the digestive, circulatory, and breathing organs of insects. Define larva, pupa, chrysalis.
6. Describe the structure of the digestive system in birds. Distinguish between natatores and rasores.
7. Describe the modifications of the integumentary appendages in mammals. Distinction between true and false ribs.
8. What are the five classes of vertebrates? Describe the heart and course of circulation in a typical fish.
9. Define the following terms and name an animal representative of each: cursor, carnivora, lepidoptera, octopodia, quadrumania, ruminantia. Describe the course of digestion in the ruminants.
10. What is the nature of the metamorphosis in amphibians? What animals molt? When?

II. QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR
EXAMINATION HELD AT LANSING,
DECEMBER, 1896.

ALGEBRA.

1. Solve $\frac{\sqrt{3x+1}+3}{\sqrt{3x+1}-3} = \frac{\sqrt{7x+8}+4\frac{1}{2}}{\sqrt{7x+8}-4\frac{1}{2}}$
2. A and B can do a piece of work in a days; A and C in b days; B and C in c days. How long would it take each to do it? How long all together?
3. A rectangular field containing 15 acres is in length to breadth as 3 to 2. What are its dimensions in rods?
4. A man rows 48 miles up a stream and back in 20 hours. What is his rate of rowing in still water, if the rate of the current is one mile per hour?
5. What kind of an equation is used in the fourth question? State the rule for solving such equations.
6. Simplify the following: $5(x-y) \sqrt{\frac{x^2+2xy+y^2}{5(x^2-y^2)}}$
State how to simplify such expressions.
7. Extract the cube root of the following:
 $8x^6 + 48ax^5 + 60a^2x^4 - 80a^3x^3 - 90a^4x^2 + 108a^5x - 27a^6.$
8. Two pipes, A and B, will fill a cistern in 70 minutes; A and C will fill it in 84 minutes, and B and C in 140 minutes. How long will it take each alone to fill the cistern?
9. Find the L. C. M. of the following:
 $x^3 - 6x^2 + 11x - 6$, $x^3 - 9x^2 + 26x - 24$, and $x^3 - 8x^2 + 19x - 12.$
10. Find H. C. D. of the following:
 $2abx^5 - 164abx - 6ab$ and $3m^2nx^5 + 84m^2nx^3 - 27m^2n.$
How do you find the L. C. M. when the simple factors cannot be found by inspection?

ARITHMETIC.

1. Define and illustrate fractional unit. What is a decimal?
2. How many grains in a troy ounce? In an avoirdupois ounce? Tell something of interest about the size and weight of the five-cent nickel.
3. How many cubic inches in a bushel? In a gallon? How do you compute interest by the six per cent method?

4. I hold Mr. Brown's note for \$3,600, dated January 8, 1886, due in one year without interest. What is its cash value July 20, money being worth six per cent?
5. Solve the following by proportion and state the rule for making the proportion: A block of marble 2 feet long, 1 foot 6 inches wide, and 1 foot thick, weighs 465 pounds; what is the weight of a block 6 feet long, $4\frac{1}{2}$ feet wide, and 2 feet thick?
6. Solve the following by cause and effect, and state what you think the value of this method: How many men working 10 hours a day will be required to build a wall 160 feet long, 40 feet high, and 3 feet thick, in 15 days, if 75 men in 12 days of 9 hours each can build a wall 120 feet long, 30 feet high, and 2 feet thick?
7. A cube immersed in a rectangular reservoir 36 inches long and 16 inches wide raises the water 3 inches. What is the edge of the cube?
8. A rectangular field 18 rods wide is cut into two trapezoids by a fence running obliquely across it; the parallel sides of the trapezoids are respectively 36 and 18 rods, 31 and 13 rods. How many acres in the field? State the principle involved.
9. What will it cost, at 60 cents a square foot, to gild a spherical ball 3 feet 6 inches in diameter?
10. The Winchester bushel is a cylinder $18\frac{1}{2}$ inches in diameter and 8 inches deep. What must be the diameter and the depth of a similar cylinder that will hold $3\frac{3}{8}$ bushels? State the principle involved.

BOTANY.

1. How do you account for mixed growth of corn from uniform seed? Give process of mixture.
2. Give characteristics by which you readily recognize four separate families, and name the families.
3. Give best time and method for transplanting three kinds of plants representing different habits.
4. What relations exist between the spread of branch and spread of root and water drainage from the leaves?
6. What mutual dependence between plants and insects?
7. What is the plan of reproduction in the fern family?
8. Describe four *special* methods in nature for seed distribution.
9. Describe the old and the new methods for studying botany in the high school, and the relative advantages and objections.
10. State the actual disadvantage to an upland plant from a soil that is very wet or very dry.

CHEMISTRY.

1. Explain and name an acid salt, neutral salt, basic salt.
2. Wherein is the real advantage of agricultural chemistry?
3. What is the general process of analysis in naming an unknown?
4. Name the procedure in three experiments in which *special* precaution against accident is necessary. Why?
5. Of what practical value has chemistry been to mining industries?
6. What differences between nitrates and nitrites? Write the equations in two experiments, one making a nitrate, the other a nitrite.
7. Explain the chemistry of combustion and decay; how do they differ?
8. How would you conduct the experimental work in a high school chemistry class?
9. Explain the process of etching on metals and glass.
10. Of what advantage is the study of chemistry to a person who does not pursue the study beyond a high school course?

CIVIL GOVERNMENT.

1. What is the derivation of the word government and its meaning as applied to civil affairs?
2. Give the titles of the representatives of our government in foreign countries and indicate the more important duties of each office.

3. What are the chief dangers menacing our government today?
4. Name the present members of President Cleveland's cabinet in order of official precedence.
5. State the leading issues of the recent presidential campaign, so wording your statement as to withhold your political sympathies.
6. Make a chart of the State, county, and township officers respectively.
7. What is meant by the "enacting clause" of a bill? By a "blanket ballot"?
8. (a) Name three of the five sources from which our public school funds are derived. (b) In your estimation what was the most important school legislation of the session of 1895.
9. What is meant by the terms original jurisdiction, appellate jurisdiction, and concurrent jurisdiction, as applied to courts of law?
10. (a) When and under what circumstances did representative government begin in England? (b) In what way was the principle of representative government recognized in the English colonies of America?

GENERAL HISTORY.

1. Who will always be considered the central figure of Grecian history? Why?
2. What was the Appian Way?
3. What can you say as to the origin and teachings of the religion known as Buddhism?
4. Name three events that may be styled "land-marks in English history."
5. What English queen passed the Acts of Supremacy and Uniformity, and what did each compel?
6. Give a sketch of the purpose and results of the so-called Fenian Raids, together with some names of the more prominent leaders of the movement.
7. Describe the condition of Peru under the Incas.
8. Name an English and a French cardinal each of whom was really more powerful than their king.
9. What fate befell Robespierre and why?
10. Name six rulers of important nations who have been assassinated, and give the approximate dates of each event.

GEOGRAPHY.

1. (a) Give some of the distinctive features of the so-called "new geography." (b) How would you define geography to a pupil of the intermediate grade?
2. What is the international date line, and why has it been adopted by all the leading nations of the globe?
3. (a) Name two useful functions performed by winds. (b) What causes the trade winds to blow so steadily and always in the same direction?
4. What sort of vegetation covers the dry plateaus of Colorado, why is the rainfall there so light, and how are the large rivers of this region fed?
5. What recent improvements will operate greatly to increase the commercial prosperity and growth of Buffalo?
6. What city is the greatest coffee market of the world? The greatest meat market? The greatest cotton manufacturing center? The chief seat of silk manufacture? Possessor of the finest collection of painting and statuary in the world?
7. (a) Account for the rapid growth of Cleveland, Duluth, Helena, Salt Lake City, and Cheyenne, respectively.
8. Locate and describe the following: Piedmont Belt, Staked Plain, the Tundras.
10. Describe Alaska as to climate, drainage, resources, scenery, and inhabitants.

GEOLOGY.

1. Name and give location of five noted geologists of the present century.
2. Explain cavern making.
3. What does geology contribute to the world's economies?
4. Describe three remarkable examples of erosion and the benefits contributed thereby.
5. Explain the processes of mountain making.
6. What has been your preparation and work in geology? Name the best text-book in your estimation.

7. How are soils made and how do they differ?
8. Name the geological ages and their characteristics.
9. How do you account for the deposits of coal, oil, and gas, in the earth?
10. Glacial agencies have done what work in Michigan?

GEOMETRY.

1. Demonstrate: The trirectangular spherical triangle is one-eighth of the surface of the sphere.
2. Demonstrate: The shortest path on the surface of a hemisphere, from any point therein to the circumference of the great circle forming its base, is the arc not greater than a quadrant of a great circle perpendicular to the base; and the longest path on any arc of a great circle is the supplement of this shortest path.
3. State five propositions in spherical geometry.
4. Demonstrate: The area of the convex surface of a cone of revolution (a right cone with a circular base) is equal to the product of the circumference of its base and one-half its slant height; i. e., $\pi R \cdot H'$, R being the radius of the base, and H' the slant height.
5. Define similar figures; also homologous sides.
6. Demonstrate: Similar polygons are to each other as the squares of their corresponding diagonals.
7. Demonstrate: If a line is drawn bisecting any angle of a triangle and intersecting the opposite side, the product of the sides about the bisected angle equals the product of the segments of the third side plus the square of the bisector.
8. State two propositions concerning the similarity of triangles.
9. Demonstrate: Two triangles which have the sides of the one respectively parallel or perpendicular to the sides of the other, are similar.
10. Demonstrate: Two straight lines which are parallel to a third are parallel to each other.

GRAMMAR.

1. State the reasons for and against discarding the subjunctive mood.
2. Explain the difference between the restrictive and the explanatory relative clauses, and illustrate each by a complete sentence properly punctuated.
3. Define inflection, conjugation, syntax, appositive, and gerund.
4. Explain the errors, if any, illustrated by each of the following sentences:
 - (a) I expected to have found Maceo.
 - (b) I should have liked to have seen Pingree.
 - (c) Either he or I is right.
 - (d) He believed that the earth was round.
 - (e) I should be much pleased if the architect of these questions would furnish us with a shorter examination.
5. Give the construction of the italicized parts of each of the following sentences: (20 credits.)
 - (a) *Today* the birthright of her hopes the younger nation *sings*.
 - (b) Ye call me *chief*.
 - (c) I paused a moment and gave him *to drink*.
 - (d) 'Twas a victory—*yes*; but it cost us *dear*.
 - (e) It's surely *worth* one dollar a dozen.
6.
 - (1) O momentary grace of mortal men,
 - (2) Which we more hunt for than the grace of God!
 - (3) Who builds his hope in air of your fair looks,
 - (4) Lives like a drunken sailor on a mast:
 - (5) Ready, with every nod, to tumble down
 - (6) Into the fatal bowels of the deep.—*Shakespeare*.
 - (a) Name the predicate verb of the principal sentence.
 - (b) Why the semi-colon after *mast*?
 - (c) Parse *which*, line (2).
 - (d) Give construction of *than*, line (2).
 - (e) Case of *grace*, line (2).
 - (f) Parse *like*, line (4).
 - (g) Parse *to tumble*, line (5).
 - (h) Diagram the first two lines.
 - (i) Parse *ready*, line (5).
 - (j) How dispose of *down* and *into*, lines (5) and (6) ?

7. Explain the infinitive constructions found in the following: "I will not let him depart," and "They declared me to be him." (20 credits.)
8. Analyze:
Said he, "They're only pegs,
But there's as wooden members quite
As represents my legs."—Hood.

LITERARY TEST.

The examination in the studies, rhetoric, literature, penmanship, reading, and one-half of the orthography, will consist of an essay of not more than 8,000, nor less than 2,000 words, on some one of the following topics, which will be designated on the day of examination:

Life of Lewis Cass.

Life and works of Edgar Allan Poe.

A review of "Pendennis:" (a) purpose of the novel; (b) plot; (c) principal characters briefly described; (d) literary style displayed; (e) general impressions.

ORTHOGRAPHY.

[The spelling will be marked on the manuscript of essay and will count one-half of this examination.]

1. Give words whose pronunciation will illustrate the use of
â, ĕ, â, ô, û, eh, ġ, s, th, â.
2. Define cognates, sibilant, apthong, atonics, orthoepy.
3. Mark the pronunciation of the following words: Cuban, caret, either, fruit, does, wager, cast, dictionary, fertile, Ontonagon.
4. Carefully describe the position and use of the vocal organs in pronouncing the letter b.
5. When does a vowel usually have its short sound?

PHYSICS.

1. What is the difference between a fluid and a liquid?
2. State the kinetic theory of gases.
3. Suppose the earth to be solid; how far below the surface would a 10-pound ball weigh only 4 pounds? State the principle involved in the solution.
4. A body was projected vertically upward with a velocity of 96.48 feet. How high did it rise?
5. How was atmospheric pressure determined?
6. What is the difference between the physical and the physiological definitions of the word "sound"?
7. How may a thermometer, a fire, and a dish of water be used to determine the elevation of a place above the sea level?
8. (a) Why is it oppressively warm when the sun shines after a summer shower?
(b) Why is there greater probability of a frost on a clear than on a cloudy night?
9. How can you show that there are two opposite kinds of electricity?
10. Describe the electrophorous, and explain its action.

PHYSIOLOGY.

1. Name four causes of myopia.
2. What is the modern theory for cause of disease?
3. What is a congestion and how relieved?
4. Describe hernia, causes and remedies.
5. How do paralysis and apoplexy differ?
6. Would you use vivisection in a class? Why?
7. Explain the process by which wave motion is communicated to the brain.
8. Name five important precautions in the care of the body.
9. How would you conduct work in physiology in the high school? In the grades?
10. How does the respiration of the man, fish, and butterfly differ?

SCHOOL LAW.

1. How many regents of the University? When elected? Term of office?
2. Can a county having two hundred districts cut the salary of the commissioner of schools to one thousand dollars? Explain.
3. Who has the power to locate a schoolhouse site? To establish a district library? How?
4. How may a district office become vacant?
5. Are any city schools exempt from the examination of teachers? Why?
6. What is the extent of a teacher's authority beyond the school premises?
7. Should the compulsory school law be changed? Why?
8. From your own observation, where is the greatest need of normal school training? Why?
9. If an institution requiring thorough normal instruction should be authorized to grant the equivalent of second and third grade county certificates, good anywhere in the State, would it modify your observation under the eighth question?
10. State other changes you think necessary in our present school laws.

UNITED STATES HISTORY.

1. What important international controversies between the United States and other countries have been settled by arbitration during the past thirty years? Name the participating countries and the terms of settlement.
2. What section of the United States was opposed to the War of 1812 and why?
3. The strategy of the British in endeavoring to secure possession of the Hudson valley during the Revolution, had what parallel during our Civil War?
4. What important coinage and currency legislation has been enacted since the establishment of the United States mint?
5. Give a sketch of the Chicago labor strike of 1894, including their origin and names of leaders, referring to the constitutional questions which became involved during their progress.
6. When and from what country was the Gadsden Purchase made, and why was it so called?
7. Give a brief history of the Statue of Liberty as to designer, location, defraying of expense, and presentation to the United States.
8. Among the important acts of congressional legislation within the last decade are the inter-state commerce law, the lottery law, and the international Copyright Act. Explain the import of each.
9. (a) Name the two financiers whose services you consider of most value to the United States. (b) When was our present national bank system adopted and what is its importance?
10. What is suggested to you by the following: Kosciusko, Geo. Bancroft, Horace Greeley, James M. Mason, John Slidell?

ZOOLOGY.

1. Tell to what extent and how you would teach zoölogy in the high school.
2. What beneficent returns does the earthworm produce?
3. Life is divided into what orders and upon what basis?
4. The common white grub found in rotten wood or earth and the common wire worm, are larvæ of what insects? Are these larvæ injurious?
5. Do flies grow in the winged state? Give stages of development from adult to adult again.
6. Describe four families of birds in habits and habitat, and give characteristics in which differences exist.
7. Give five illustrations of mimicry and what purposes are subserved.
8. Describe four insects injurious to vegetation, and name means used to combat them.
9. What governs the distribution of animals?
10. Describe the complete round of life of the mosquito.

COUNTY EXAMINATIONS.

III. QUESTIONS PREPARED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR THE REGULAR EXAMINATION, MARCH, 1896.

RULES GOVERNING EXAMINATIONS.

[Note to Examiners and Applicants.—Read Rule 11 carefully.]

1. The package containing the questions shall be opened by the commissioner and he shall direct their distribution.

2. The questions upon a given subject shall be distributed at the same time to all applicants and no recess be allowed until the subject is finished.

3. Applicants, when absent at its opening, shall not be admitted to the examination, except by the unanimous consent of the board of examiners.

4. No candidate shall leave the room or communicate with any other candidate or any visitor during the examination, except by permission of the commissioner.

5. All papers must be written on legal cap paper, unless the commissioner prescribes or permits some other size.

6. The commissioner shall be the custodian of the completed examination papers, and they *shall be kept on file at his office for a reasonable length of time* after the examination, say six months.

7. In arithmetic a knowledge of principles and general accuracy in method, shall be considered not less than three times as important as obtaining a correct answer.

8. In grammar allowance shall be made for different authorities.

9. The candidate's handwriting shall be judged from the answers to the questions in penmanship.

10. Applicants for third grade certificates shall be examined in writing, orthography, reading, grammar, arithmetic, geography, United States history, civil government, theory and art of teaching, school law, physiology and hygiene with special reference to the effect upon the human system of alcoholic drinks, stimulants, and narcotics. In addition to the above branches, applicants for first grade certificates shall be required to pass an examination in natural philosophy, botany, general history, geometry, and algebra. In addition to the third grade branches, applicants for second grade certificates should be permitted to choose any two of the following branches; viz., algebra, botany, general history, and natural philosophy.

11. Third grade certificates for class B are valid in ALL districts of the county in which they are granted. Third grade certificates of class A should be issued ONLY to those who teach in primary departments (first four grades) of graded schools. Holding a certificate of class A does not legally qualify a teacher for any other school. Boards of examiners must not grant certificates of class B to applicants who have done only the work required for a certificate of class A. Each printed list is plainly marked and no mistake should be made. See Sec. 6, Act No. 147, Public Acts of 1893; also paragraph 131, School Law of 1895.

ALGEBRA.

FIRST GRADE.

- General neatness and excellence of paper to count for this number.
- Factor the following and state the general case, or proposition, under which each is factored:—
 $ab-by-ay+y^2$, $x^2-11ax+10a^2$, $24x^2-29xy-4y^2$, $(c+d)^2+(c-d)^2$, and $1-a^5$.
- (a) Divide $x+\frac{16x-27}{x^2-16}$ by $x-1+\frac{13}{x+4}$.
 (b) Simplify $\frac{1}{x+y}+\left[\frac{y}{2}\left(\frac{1}{x+y}+\frac{1}{x-y}\right)\times\frac{x^2-y^2}{x^2y+xy^2}\right]$.
- A man agreed to work a days on these conditions; for each day he worked he was to receive c cents, and for each day he was idle to forfeit d cents. At the end of a days he received m cents. How many days was he idle?
- Extract the cube root of 9,528,128 and the fifth root of 161,051. Give the algebraic formula in each case and explain its application.
- If a certain lot of land were 8 ft. longer and 2 ft. wider, it would contain 656 more sq. ft. If it were 2 ft. longer and 8 ft. wider, it would contain 776 more square ft. Required its length and width.
- A piece of ground in the form of a rectangle, whose length exceeds its breadth by 10 rods, has an area of $7\frac{1}{2}$ acres; find its dimensions.
- There are two numbers whose difference is 15, and half their product is equal to the cube of the smaller number; find the numbers.
- A boatman can row 20 miles down stream and back again in 10 hours. He finds that he can row 2 miles against the current in the same time that he can row 3 miles with it. What is his time in going and returning?
- A rectangular garden is surrounded by a walk 7 ft. wide; the area of the garden is 15,000 sq. ft., and of the walk 369.6 sq. ft. Find the length and breadth of the garden.

SECOND GRADE.

- General neatness and excellence of paper to count for this number.
- Factor $x^2-8x+15$, $y^2+7y-60$, a^6+b^6 , and $x^2+5xy-66y^2$, stating under what case, or proposition, each is factored?
- Explain the difference between a coefficient and an exponent; between a factor and a term. What effect has the changing of the sign of the exponent upon the value of the quantity?
- When do you change the signs in removing a parenthesis? Why?
- (a) Solve by substitution:—
$$\left\{\begin{array}{l} \frac{x}{7}+7y=99. \\ \frac{y}{7}+x7=51. \\ \frac{x+y}{y-x}=1\frac{7}{8} \end{array}\right.$$

 (b) Solve by comparison:— $9x-\frac{8x-y}{\frac{7}{22}}=100.$
- The average of A's and B's ages is 22 years; of A's and C's, 25 years; of B's and C's, 27 years. How old is each?
- Two trains pass a station at an interval of 3 hours, moving respectively at the rate of 20 and 32 miles an hour. In what time will the fast train overtake the other?
- Give the rule for writing out the powers of binominals. Expand $(1-x^2)^3$ and $(a+b)^5$.
- A certain sum of money at simple interest, amounted in two years to \$132 and in 5 years to \$150. Required the sum and rate of interest.
- What is a quadratic equation? Solve $x^2-8x=18$.

ARITHMETIC.

FIRST AND SECOND GRADES.

NOTE.—These questions should be marked on the scale of fifty credits, and the examiner should test the applicant in mental arithmetic for the remaining fifty credits.

1. Draw a map of a government township, numbering the sections. Locate upon this map the following described pieces of land: S. W. $\frac{1}{4}$ of the N. W. $\frac{1}{4}$ of Sec. 9; N. $\frac{1}{2}$ of S. $\frac{1}{4}$ of Sec. 31. How many acres are in each of the pieces described?
2. Draw up your note payable in 2 months and 15 days, and drawing 7% interest, for such an amount that you can raise \$650 by discounting it at a bank at 6%.
3. A bookseller buys a book at a discount from the catalog price of 20% and 5%, and sells it at 14% above the catalog price. What per cent of profit does he make?
4. (a) The end of a square prism 25 ft. long, contains 1024 sq. in. What is the surface area of the prism?
(b) A wishes to construct a cylindrical cistern having a capacity of 100 bbls. The conditions are such that the altitude can be but 8 ft.: what must be the diameter?
5. Explain how the rate of taxation for a township is determined; i. e. if the expenses of a township are \$8,450 and the assessed valuation \$3,250, what would be a man's taxes on a farm assessed at \$2,500, the treasurer's fees being 4% for collection?

THIRD GRADE CLASS B.

1. If I pay \$.87 $\frac{1}{2}$ for 1.75 lbs. of salmon, how many pounds could I buy for \$7.50? Explain as to a class.
2. On Nov. 25, 1895, Hazen S. Pingree of Detroit, Mich., sells A. T. Bliss of Saginaw E. S., 1,020 pounds of potatoes at 8c per bushel, and one dozen stoga shoes at 90c per pair, discount 10%. On Dec. 25 Mr. Bliss sells Mr. Pingree 2,800 feet of lumber at \$20 per 1,000, and 20 pieces of 8x8 timber 20 feet long, at \$16 per 1,000. Make out in proper form a statement of account by Mr. Bliss, giving due credit for goods obtained of Mr. Pingree.
3. In a school enrolling 40 pupils there were 12 half-day's absence during a school month. What was the per cent. of attendance?
4. At A the difference between local and standard time is 22 minutes; at B it is 28 minutes: Which town is farther east and how many miles? Must you know that both towns are in Michigan? Why?
5. What number increased by 25% of itself equals 1,200? What number diminished by 17 $\frac{1}{2}$ % of itself equals 36.3? 112 is 140% of what number? 60% of what number equals 90?

CLASS A.

1. The cost of 50 gallons of molasses is \$25. If 15 is lost by leakage and 20 gallons are sold at 62 $\frac{1}{2}$ c a gallon, at what price per gallon shall the remainder be sold to gain \$5?
2. (a) Draw a triangle and tell how to find the altitude, if area and base are given.
(b) Draw a parallelogram and tell how the area is to be found.
3. In a space 20 feet long, four tiers of wood may be piled; how high must the piles be made to accommodate 12 cords?
4. (a) If by selling goods at a profit of 5% I gain \$3, what is the cost?
(b) Cuba is 1,000 miles long in round numbers; the Upper Peninsula of Michigan is 300 miles long. What is the ratio of the length of Cuba to that of Michigan, and vice versa?
5. What number increased by 25% of itself equals 1,200? What number diminished by 17 $\frac{1}{2}$ % of itself equals 36.3? 112 is 140% of what number? 60% of what number equals 90?

INTELLECTUAL ARITHMETIC.

ALL GRADES.

NOTE—A member of the Board will examine candidates either singly or in classes of five or ten testing attentive power, quickness to grasp the salient features of a problem, accuracy and rapidity of work, clearness of explanation, and simplicity of analysis.

- Read rapidly the following, giving the results in place of the question mark:—
 $24+26=(?)$. $14+(?)=82$. $85-18=(?)$. $52-(?)=24$. $5\times 6\times 4=(?)$. $15\times 15=(?)$.
 $8\times 7+(?)=84$. $85+5=(?)$. $625\div 25=(?)$
- Read the following rapidly:—
 14027, 21,004, 706,040, 204,032.0145, .156090, 19,206½, 70.60½, .1504½, XCVII,
 DLIV, xix, $\overline{\text{DC}}\overline{\text{XXI}}\overline{\text{X}}$,
 $\begin{array}{r} .4 \times \frac{1}{4} \\ \hline \frac{1}{4} + \frac{1}{7} \end{array}$
- Perform the following indicated operations with rapidity and accuracy:—
 $\frac{1}{2}+\frac{1}{3}=(?)$. $\frac{2}{3}+\frac{1}{4}+\frac{1}{5}=(?)$. $7\frac{1}{2}-\frac{1}{3}=(?)$. $4\frac{1}{2}-3\frac{1}{4}=(?)$. $\frac{1}{2}\times\frac{3}{4}=(?)$. $\frac{2}{3}\times\frac{1}{4}\times\frac{1}{2}=(?)$.
 $15+\frac{1}{2}=(?)$. $(7+5)\times(4+2)+10=(?)$.
- Determine by inspection whether 8 is an exact divisor of 237,424; 4 of 356,716; 2 of 4,583; 5 of 4,670; 9 of 237,537; 3 of 62,472; 11 of 457,642. State your method in each case.
- When the cost of transporting coal is 2c a ton for each mile, and the freight on 400 tons is \$200, what is the distance?
- What is 20% of 60? Of what is 60, 25%? 50 is 10% of what number? 6 is what per cent of 60?
- A steamship laying telegraph cable finds a depth of 120 fathoms after steaming 600 knots off shore. Give the depth in feet and the distance in miles.
- How many sq. in. in one sq. yd.?
- One pipe will fill a cistern in 4 hours; a second pipe will fill it in 5 hours. How long will it take both to fill it?
- Two pipes together will fill a cistern in 6 hours; the first can fill it in 10 hours. How long will it take the second to fill it?
- A cistern holding 80 bbls. has a pipe by which it may be filled in 6 hours and one by which it may be emptied in 8 hours. How long will it take to fill the cistern, if both pipes are open?
- If I buy turkeys at the rate of 5 for \$3 and sell at the rate of 8 for \$7, how much will I gain on 40 turkeys?
- Two-thirds of the sum of two equal numbers is 20; what are the numbers?
- A shepherd having 240 sheep, lost 16½% of them in a storm. How many had he left?
- From a hogshead containing 490 lbs. of sugar, 66½% was sold at one time, and 50% of the remainder at another time. How many pounds remained unsold?
- What must be the selling price of tea that costs 80c a pound, to gain 20%?
- Find the area of a trapezoid whose parallel sides are 12 and 14 feet respectively, and whose altitude is 14 ft.
- A chess board contains 64 squares 1½ in. long. What is its perimeter, if it has an inch wide border?
- The hubs of two wheels are alike, but the spokes of one are 3 in. longer than in the other. How much greater is the circumference of one than the other?
- How many acres in a section; in a township; in the N. E. ¼ of S. W. ¼ of Sec. 10; in the N. ½ of N. W. ¼ of Sec. 16?
- How many feet around a square 40-acre field; around a square 10-acre field?

BOTANY.

FIRST GRADE.

- Mention some of the lowest forms of plant life. How are these lower forms distinguished from the lower forms of animal life?
- Of what does fermentation consist? Mention several practical applications of fermentation. Name two common ferments.

3. Mention two plants commonly propagated by spores; two by seeds; two by cuttings; two by budding; two by runners or stolons.
4. Name five wild flowering plants, and state at what time of the year each may be found in blossom. Describe botanically one of these plants.
5. What is fruit? Write out a classification of the fruits.
6. Name and make drawings of four kinds of flower clusters.
7. Name the order, or family, to which each of the following named plants belongs: corn, wheat, buckwheat, potatoes, maple, elm, oak, strawberry, cabbage, and turnip.
8. What are chlorophyll and protoplasm, and what their uses in the plant?
9. Discuss briefly the circulation of the sap in plants.
10. Describe botanically one of the following named plants: pea, dandelion, pitcher plant, tulip, white pine.

SECOND GRADE.

1. What is botany? How does it differ from zoology? From biology?
2. Define and give the functions of roots, stems, and leaves.
3. What parts of the following plants are used for food: Irish potato, sweet potato, corn, apple, pumpkin, carrot, cabbage, cauliflower, asparagus, and celery?
4. Draw an outline of five different forms of leaves, naming each.
5. Name five wild flowering plants, and state at what time of the year each may be found in blossom.
6. Describe botanically one of the following named plants: bean, maple, violet, mustard, shepherd's purse.
7. Discuss briefly the circulation of the sap in plants.
8. Describe a typical flower. What is a perfect flower? A complete flower?
9. Mention the different kinds of fruit and give an example of each.
10. Describe botanically one of the following named plants: the apple, wild rose, pea, early crowfoot.

CIVIL GOVERNMENT.

FIRST AND SECOND GRADES.

1. General arrangement and neatness to count for this number.
2. Name any important measure before the present session of Congress. Mention some of the leaders in either house.
3. Contrast the type of government developed in Virginia with that developed in New England.
4. Give the leading features of the government survey of western lands.
5. What is the attitude of good citizenship toward officers who are trying to enforce the laws? What is the attitude of good citizenship, if the laws are not satisfactory or if the officers are indiscreet in enforcing them?
6. Name three appointive State officers and give salary of each.
7. Show how a minority of the people may elect a president.
8. Who presides in Congress? How did the name "speaker," as applied to this officer, originate? What are the speaker's duties?
9. According to the constitution who are citizens? Is a woman a citizen?
10. State concisely the two methods of opposing amendments to the United States constitution, and the two methods of ratifying such amendments.

THIRD GRADE, CLASS B.

1. General arrangement and neatness to count for this number.
2. A territory has one representative in Congress. What privileges has he, and what is denied him?
3. What is meant by the term joint ballot? Mention an officer so elected in this State.
4. What are the chief powers of the probate court?
5. What are Ambassadors and Ministers Plenipotentiary? What important foreign mission has recently been filled by the appointment of a Michigan man?

6. Compare the original purpose of the electoral college with the fulfilment of that purpose.
7. How many counties are there in Michigan? Give the dimensions and boundaries of the county in which you reside.
8. Illustrate from personal knowledge the difference between real estate and personal property.
9. State one reason for exempting certain kinds of property, such as churches and hospitals, from taxation.
10. Of what is the judiciary of the United States composed? Define appellate and original jurisdiction.

CLASS A.

1. General arrangement and neatness to count for this number.
2. What is the necessity of government?
3. What provision is made in the constitution to fill vacancy in the office of governor?
4. What is meant by a person's giving bail?
5. What are Ambassadors and Ministers Plenipotentiary? What important foreign mission has recently been filled by the appointment of a Michigan man?
6. State some ways in which a teacher can train pupils in good citizenship.
7. What are the qualifications for voting in this State?
8. What is the constitutional provision for admitting new States?
9. State one reason for exempting certain kinds of property, such as churches and hospitals, from taxation.
10. Name in order the persons entitled to succeed to the presidency in case of a vacancy.

GENERAL HISTORY.

FIRST GRADE.

1. What advantages resulted to England from the Norman Conquest?
2. Name three attempts made by England within the past year to extend her boundary lines.
3. Compare Napoleon and Cromwell as to aims, ability, successes, failures, personal ambition, influence, and circumstances attending death. (20 credits.)
4. Give a brief outline of the character of Egyptian civilization, touching upon the following points:—classes of society, religion, education, monuments, and architecture.
5. What three political parties participated in the French Revolution, and which finally gained the ascendancy?
6. Name and briefly describe four westward emigrations important in historical effect.
7. Who were the following: Constantine, Josephus, Wm. of Orange, Wycliffe, Maria Theresa?
8. Name a Spartan commander, a German inventor, an English philosopher, a Roman general, and a French heroine.
9. What is Russia's present attitude toward the following countries: Turkey, China, England, Japan, the United States?

SECOND GRADE.

1. Name some famous treaty, telling what it accomplished.
2. War of the Roses: why so called, who were the contestants, what the final battle, and what the effect?
3. Name five great European inventors and a prominent invention of each.
4. Who were the following: Lady Jane Grey, Sir Francis Drake, Wm. Tell, Peter the Hermit, Hernando Cortez?
5. What country is called "The Sick Man of Europe." and what is its present condition?
6. In what way did this country suffer from the wars waged by the European powers against Napoleon?
7. What is suggested to you by the following: The Bastille, the Covenanters, the Restoration, the Louisiana Purchase, the First Triumvirate?

8. Tell the story of Mary Queen of Scots.
9. Distinguish between Alfred the Great and Peter the Great.
10. What were some of the lasting benefits of Charlemagne's rule?

GEOGRAPHY.

FIRST AND SECOND GRADES.

1. Where are the principal coal fields of the world; grain fields; cotton fields?
2. Name four leading industries in the Dominion of Canada; locate two important rivers and four important cities.
3. Why are the days longer in summer at Quebec than at New Orleans? On what day of the year are the sun's rays vertical at the Tropic of Cancer?
4. Give a brief but comprehensive description of either Cuba, the Transvaal, or Venezuela.
5. Name and locate the principal portions of the kingdom of Great Britain.
6. Compare the climate of Labrador with that of the southern portion of Alaska, in the neighborhood of Sitka, and state reasons for the resemblances or differences which you find.
7. To what country would you go for each of the following products: cotton, coffee, opium, caoutchouc, diamonds, ivory, indigo, sago, tea, dyewoods?
8. Give short description of Michigan: situation, surface, drainage, soil, climate, trees, minerals, agriculture.
9. Mention and tell some interesting facts about five points of interest which a tourist would be likely to visit in Europe. (20 credits.)

THIRD GRADE, CLASS B.

1. General arrangement and neatness of paper to count for this number.
2. Locate Armenia, and give a brief description of the country and its people.
3. Name the islands composing the Greater Antilles. State four of their principal exports.
4. Why is the great basin of the Pacific highlands comparatively rainless?
5. Tell what you can of the Andes mountains: position, extent, minerals, elevation, and altitude.
6. Beginning at the western extremity of the State, name in order the counties of Michigan that border on Indiana.
7. Name the principal watersheds of North America, and state what river systems each separates.
8. Describe, as to a class, coral reefs and islands, mode of origin, geographical distribution, and effects on navigation and commerce.
9. Name any of the prominent railroads one would take in a trip from New York to Omaha. Name the states and large cities passed through, important rivers crossed, and give approximate distance traveled.
10. Give a brief but comprehensive description of either Cuba, the Transvaal, or Venezuela.

THIRD GRADE, CLASS A.

1. General arrangement and neatness of paper to count for this number.
2. Name five articles of commerce exported from Africa.
3. Explain the Armenian trouble as to a primary grade.
4. What causes the aridity of the climate of Colorado, or of any similarly situated region?
5. Under what circumstances will an inland lake be salt? State reasons for this.
6. Name the counties of Michigan in which State institutions are located?
7. Describe the seal, and how that animal has involved the United States in a controversy.
8. Describe, as to a class, coral reef and islands, mode of origin, geographical distribution, and effects on navigation and commerce.
9. Name any of the prominent railroads one would take in a trip from New York to Omaha. Name the states and large cities passed through, important rivers crossed, and give approximate distance traveled.
10. Draw a township, number the sections, subdivide the sixteenth into quarters, and by a cross locate a schoolhouse in the N. E. $\frac{1}{4}$.

GEOMETRY.

FIRST GRADE.

1. Demonstrate: Two parallel lines are everywhere equally distant.
2. Demonstrate: Two angles whose sides are parallel each to each, are equal, if both pairs of parallel sides extend in the same or in opposite directions from their vertices.
3. Demonstrate: The bisectors of the angles of a triangle meet in a common point.
4. Show that the perpendiculars to the sides of an inscribed quadrilateral at their middle points meet in a common point.
5. Show that two parallels intercept equal arcs on a circumference.
6. Given two sides of a triangle and an angle opposite one of them, to construct a triangle.
7. The sum of the squares on the diagonals of a parallelogram, equals the sum of the squares on the sides.
8. (a) If the area of a triangle whose base is 10 feet, be 76 square feet, what would be the area of a similar triangle whose base is 12 feet?
(b) The homologous sides of two similar polygons are to each other as 3 to 5. What ratio does the area of one of these polygons bear to the area of the other?
9. Draw a common tangent to two different circles. Explain.
10. How would you construct a triangle equivalent to a given polygon?

GRAMMAR.

FIRST AND SECOND GRADES.

1. General neatness of paper (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. Define and illustrate object complement, objective complement, attribute complement, adverbial objective, subject accusative.
3. How do you decide whether the verb following *if* should be put in the subjunctive or indicative mode? When to use *shall* and *will*?
4. Analyze or diagram, "I want my pupils to be respectful without being forced to appear so."
5. Give example of a participle used appositively, independently, and attributively.
6. "Alas for him who never sees
The stars shine through his cypress trees!
Who, hopeless, lays his dead away,
Nor looks to see the breaking day
Across the mournful marbles play!"
(a) Is the above stanza a complete sentence? Give reasons for answer.
(b) Parse all the infinitives.
(c) Give syntax of *dead*, *nor*, and *across*.
7. Make all the necessary corrections in the following, giving reasons for changes:—
(a) I always have and always shall be of this opinion.
(b) During his lifetime, he was twice imprisoned.
(c) I have known him to frequently be tardy.
(d) It is too bad to punish both you and I.
(e) My reply was, "He don't care."
8. Write not less than 150, nor more than 250 words, on one of the following subjects:—
Celebration of Washington's Birthday.
My Saturdays.
The Township Unit System.
Value to Teachers of Child Study.
Correlation of History and Geography.

NOTE.—Capitalization, punctuation, paragraphing, diction, and grammatical construction, should all be *carefully* noted by examiner in marking this question, which counts for 30 credits.

THIRD GRADE, CLASS B.

1. General neatness of paper (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. Write a compound complex sentence containing a nominative absolute, a substantive clause, and an infinitive phrase.
3. Parse italicized words in the following:—
He prepared himself *honestly* for his duties by a thorough study of *whatever could make him efficient* in them.
4. Rewrite the following sentences, substituting nouns in the possessive for the italicized phrases:—
(a) The reign of *King George III.* was long and troubled.
(b) The banking house of *Mercer and Kidd* has failed.
(c) The poems of *Burns and Whittier* have some characteristics in common.
(d) The lives of *ladies* are somewhat shorter than those of *men*.
5. Give synopsis of *rise* in the future perfect active; of *eat* in the present perfect passive potential.
6. Give example of each of the following errors habitually made by children:—

Use of <i>laid</i> for <i>lay</i> .	Use of <i>set</i> for <i>sit</i> .
" " <i>me</i> for <i>I</i> .	" " <i>rang</i> for <i>rung</i> .
" " <i>learn</i> for <i>teach</i> .	" " <i>don't</i> for <i>doesn't</i> .
" " <i>give</i> for <i>gave</i> .	" " <i>was</i> for <i>were</i> .
" " <i>went</i> for <i>gone</i> .	" " <i>done</i> for <i>did</i> .
7. Define syntax, conjugation, comparison, voice, and case, as used in grammar.
8. Write not less than 150, nor more than 250 words, on one of the following subjects:—
 Making Pies.
 Spring Pastimes.
 Arbor Day.
 The Inspiration Institute.
 The New Truancy Law.
 A Fishing Expedition.

NOTE.—Capitalization, punctuation, paragraphing, diction, and grammatical construction, should all be carefully noted by examiner in marking this question, which counts for 80 credits.

CLASS A.

1. General neatness of paper (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. Give a sentence showing the use of coordinate, subordinate, and correlative conjunction, underscoring these parts of speech.
3. Parse italicized words in the following:—
He prepared himself *honestly* for his duties by a thorough study of *whatever could make him efficient* in them.
4. Give general rule for forming plural of nouns, and write plural for Miss Clark, adjutant-general, Mary, shelf, and hoof.
5. Give synopsis of *rise* in the future perfect active; of *eat* in the present perfect passive potential.
6. Give example of each of the following errors habitually made by children:—

Use of <i>laid</i> for <i>lay</i> .	Use of <i>set</i> for <i>sit</i> .
" " <i>me</i> for <i>I</i> .	" " <i>rang</i> for <i>rung</i> .
" " <i>learn</i> for <i>teach</i> .	" " <i>don't</i> for <i>doesn't</i> .
" " <i>give</i> for <i>gave</i> .	" " <i>was</i> for <i>were</i> .
" " <i>went</i> for <i>gone</i> .	" " <i>done</i> for <i>did</i> .
7. With what different studies should language be correlated?
8. Write not less than 150, nor more than 250 words, on one of the following subjects:—
 Making Pies.
 Spring Pastimes.
 Arbor Day.
 The Inspiration Institute.
 The New Truancy Law.
 A Fishing Expedition.

NOTE.—Capitalisation, punctuation, paragraphing, diction, and grammatical construction, should all be carefully noted by examiner in marking this question, which counts for 80 credits.

ORTHOGRAPHY.

FIRST AND SECOND GRADES.

1. What is the difference between etymology and simple word analysis?
2. (a) What is meant by an Anglicized word? Give example.
(b) Why does the study of Latin give one more power in the use of words?
3. What rule of spelling is authority for putting but one *l* in cancelation? For retaining the *e* in *hingeling* and dropping it in *hiding*? For two *d*'s in *bidding* and but one in *beading*? For dropping *y* in *trial* and retaining it in *trying*?
4. Give meaning of prefixes and suffixes in the following:—*digress*, *coronation*, *collapse*, *exclaim*, *benefit*, *affluent*, *replenish*, *resurrection*, *brevity*, *rectilinear*.
5. Indicate the correct sound of each vowel and digraph in these words:—*feoff*, *crewel*, *mountain*, *been*, *bury*, *tune*, *pomegranate*.

NOTE.—The above questions will count 50% and the spelling of list of words 50%.

THIRD GRADE, BOTH CLASSES.

1. By means of words illustrate the eight diacritical marks used in Webster's dictionary, giving the name of each.
2. Give a sentence good to use for drill in articulation.
3. What is radical accent? Give example.
4. Give words containing the following:—obscure *e*, medial *a*, soft *c*, Italian *t*, short *oo*.
5. Mark the vowels in the following words:—*Utah*, *mark*, *send*, *give*, *want*, *twirl*, *scourge*, *rule*, *past*.

NOTE.—The above questions will count 50% and the spelling of list of words 50%.

LIST OF WORDS.

ALL GRADES.

- | | | |
|-----------------|-----------------------|-------------------|
| 1. immaculate | 10. grammar | 18. indispensable |
| 2. Keweenaw | 11. judgment | 19. admissible |
| 3. indifference | 12. comprehension | 20. campaign |
| 4. psychology | 13. Sault Ste. Marie. | 21. foreign |
| 5. hermit | 14. conceive | 22. Transvaal |
| 6. hurricane | 15. transept | 23. contention |
| 7. eliminate | 16. concept | 24. conscience |
| 8. exaggerate | 17. accumulate | 25. volcanoes. |
| 9. itinerary | | |

PENMANSHIP.

ALL GRADES.

1. Write your name and address as it should appear on an envelope.
2. State briefly your plan for teaching penmanship.
3. Write a letter in good form to send Perry Mason & Co., Boston, Mass., \$1.75 for one year's subscription to the *Youth's Companion*.
(Thirty credits on answer, seventy on penmanship.)

PHYSICS.

FIRST GRADE.

1. What valves are necessary for an air pump? Why does the air leave the receiver of an air pump?
2. Name the mechanical powers. Why are they useful?
3. What effect is produced by passing ordinary white light through a glass prism?
4. Give three laws for vibration of cords. What determines the pitch in the pipes of an organ?
5. A mass of metal weighs 6 ounces in air and 4.8 ounces in water; what is its specific gravity?

6. What is the essential principle of an incandescent lamp?
7. By a diagram explain the action of an electric bell.
8. Explain about the boiling of water in an open vessel and in a closed vessel, both at the sea level and at a high altitude.
9. Define optics, motion, porosity, mirage, volt.
10. A shot is fired before a cliff, and the echo heard in six seconds; find the distance to the cliff.

SECOND GRADE.

1. What is the difference between a solid and a liquid?
2. Make a drawing and explain the simple microscope?
3. What effect is produced by passing ordinary white light through a glass prism?
4. Describe the process of electroplating.
5. Why is a tumbler liable to break when partially immersed in hot water?
6. What is a complementary color?
7. What is the phenomenon known as "heaving by frost?"
8. Can a rainbow be seen in the middle of the day? Why?
9. Describe any form of an electric battery and explain its action.
10. I wish to roll a barrel of flour into a wagon the box of which is four feet from the ground. I can lift but 24 pounds. How long a plank must I have?

PHYSIOLOGY AND HYGIENE

FIRST AND SECOND GRADES.

1. What are the food elements? What are the uses of each?
2. Why does the use of alcoholic drinks give a flushed appearance to the face? Why does a drunken man stagger?
3. What are the functions of glands? Classify the principal glands of the body according to their functions.
4. Compare the white and the red corpuscles, as to form, size, number, origin, and use.
5. What is the office of the lymph in the body? How does it differ from the blood?
6. How is heat produced in the body, and how maintained?
7. What are some of the most common sources of impurities in the air? Name and explain the use of three of the most common disinfectants.
8. Make a drawing of a cross section of the skin, showing the hair follicles, the oil glands, and the sweat glands and ducts.
9. Name all the different parts that enter into the formation of a joint. What is dislocation?
10. Describe the sympathetic nervous system. Does it connect with the brain?

THIRD GRADE, CLASS B.

1. General neatness and excellence of paper to count for this number.
2. Name the digestive fluids and the digestive property of each.
3. Trace the course of digested fats from the intestines to the heart; the digested lean meats.
4. What is the object of the portal circulation?
5. What is the function of the white corpuscles?
6. What are the functions of the lymphatic glands? How does the lymph differ from the blood?
7. Explain how the air comes in contact with the blood in the lungs. What changes take place in the blood and what in the air?
8. How are muscles attached to the bones? What provision is there in the bone for this attachment?
9. How does alcohol affect the appetite? How does it affect digestion?
10. What precautions does the State Board of Health recommend to prevent the spread of diphtheria?

CLASS A.

1. General neatness and excellence of paper to count for this number.
2. Name the digestive fluids and the digestive property of each.

3. Trace the course of digested fats from the intestines to the heart; the digested lean meats.
4. Explain the different processes of bread making.
5. What is the effect of too rapid eating?
6. About how often does the heart of an adult in normal condition beat? How do mental labor, physical exercise, and digestion affect the action of the heart?
7. Name five arteries and five veins of the body. At what places do the large arteries come near the surface of the body?
8. What are colds, how taken, and how best prevented?
9. What effect has the use of alcoholic drinks upon the muscles? The use of tobacco? Lack of exercise or over exercise?
10. Mention some of the most common ways by which the sense of sight and of hearing may be injured.

READING.

ALL GRADES.

I.

Beside yon straggling fence that skirts the way,
 With blossomed furze unprofitably gay,
 There in his noisy mansion skilled to rule,
 4 The village master taught his little school.
 A man severe he was and stern to view;
 I knew him well and every truant knew;
 Well had the boding tremblers learned to trace
 8 The day's disasters in his morning face;
 Full well they laughed with counterfeited glee
 At all his jokes,—for many a joke had he;
 Full well the busy whisper, circling round,
 12 Conveyed the dismal tidings when he frowned;
 Yet he was kind or, if severe in aught,
 The love he bore to learning was in fault.
 The village all declared how much he knew;
 16 'Twas certain he could write and cipher too;
 Lands he could measure, terms and tides presage,
 And e'en the story ran that he could gauge.
 In arguing, too, the parson owned his skill,
 20 For e'en though vanquished, he could argue still,
 While words of learned length and thundering sound
 Amazed the gazing rustics ranged around;
 And still they gazed and still the wonder grew
 24 That one small head could carry all he knew.—*Goldsmith.*

II.

Do you hear the rain, Mr. Caudle? I say, do you hear the rain? Do you hear it against the window? Nonsense! You don't impose upon me; you can't be asleep with such a shower as that. Do you hear it, I say? Oh, you do hear it! Well,
 4 that's a pretty flood, I think, to last for six weeks and no stirring all the time out of the house. I should like to know how the children are to go to school tomorrow. They shan't go through such weather, I am determined. No, they shall stop at home and never learn anything, sooner than go and get wet. And when
 8 they grow up, I wonder who they will have to thank for knowing nothing,—who, indeed, but their father? People who can't feel for their own children ought never to be fathers. But I know why you lent the umbrella; oh yes, I know very well. I was going out to tea at dear mother's tomorrow; you knew that, and you
 12 did it on purpose. Don't tell me; you hate to have me go there, and take every mean advantage to hinder me. But don't you think it, Mr. Caudle; no sir, if it comes down in bucketfuls I'll go all the more!—*Jerrold.*

III.

Home is a genuine Saxon word; a word kindred to Saxon speech, but with an import common to the whole race of man. Perhaps there is no other word in the language that clusters in it so many and so stirring meanings; that calls into play and so powerfully excites so many feelings, so many faculties of our being. Home! Say but the word, and the child that was your merry guest begins to weep. Home! Play but its tunes, and the bearded soldier that blanced not in the breach, droops and sickens and dies. Home! Murmur but its name, and memories start around it that put fire into the brain, and affections which almost suffocate or break the heart, and pictures that bewilder fancy with scenes in which joy and sorrow wrestle with delirious strife for the possession of the spirit.—*Henry Giles.*

IV.

Can it be that America, under such circumstances, can betray herself; that she is to be added to the catalogue of republics the inscription upon whose ruins is, "They were, but they are not?" Forbid it, my countrymen; forbid it, Heaven! I call upon you, fathers, by the shades of your ancestors, by the dear ashes which repose in this precious soil, by all you are and all you hope to be, resist every project of disunion, resist every encroachment upon your liberties, resist every attempt to fetter your consciences or smother your public schools or extinguish your system of public instruction.

I call upon you, mothers, by that which never fails in woman, the love of your offspring. Teach them as they climb your knees or lean on your bosoms, the blessings of liberty. Swear them at the altar, as with their baptismal vows, to be true to their country, and never to forget or forsake her.

I call upon you, young men, to remember whose sons you are, whose inheritance you possess. Life can never be too short which brings nothing but disgrace and oppression. Death never comes too soon, if necessary in defense of the liberties of your country.

I call upon you, old men, for your counsels and your prayers and your benedictions. May not your gray hairs go down in sorrow to the grave with the recollection that you have lived in vain! May not your last sun sink in the west upon a nation of slaves.—*Joseph Story.*

SCHOOL LAW.

ALL GRADES.

1. How may a teachers' association be incorporated? What amount of property may an association hold?
2. For how long are college certificates valid? Under what conditions do they ever become life certificates?
3. What officer must be consulted before sentence can be passed upon a juvenile disorderly person?
4. How long do text books once adopted continue to be the legal text books of the district? How may text books be changed within this limited time?
5. What officers are elected at the first school meeting of a newly organized school district? How long after this first election do the respective district officers remain in office?

THEORY AND ART.

ALL GRADES.

1. Name three factors in the education of a child for which the teacher is in a great measure responsible.
2. To what extent and in what way can geography and history be correlated?
3. Give a list of text books and pieces of apparatus which the State Manual and Course of Study recommends for the use of pupils in the eighth grade.
4. Name four hygienic conditions of the child which should receive daily attention from the teacher.

5. What reasons can you give for the statement that, in a good school, there are few occasions for the enactment of rules with penalties? What is the present tendency in this respect?

NOTE 1.—Many of the questions in this topic used at teachers' examinations during the year 1895-6, will be taken from "White's School Management", one of the books adopted by the State Teachers' Reading Circle.

NOTE 2.—Copies of the State Manual and Course of Study may be obtained on application to the Superintendent of Public Instruction.

UNITED STATES HISTORY.

FIRST AND SECOND GRADES.

1. General neatness and excellence of paper to count for this number.
2. What evidence is there that a race of people inhabited North America previous to the coming of the Indians, and what sort of people were they supposed to be?
3. What was the principal center of early settlement in the colonies for each of the following:—Huguenots, Catholics, Presbyterians, Episcopalians, Quakers?
4. How, when, and from what nation was Louisiana acquired? Florida? California? Alaska?
5. Tell something definite of Lewis Cass, Austin Blair, John C. Fremont, Charlevoix, and LaSalle.
6. Give the characteristic differences between the colonies of New York and Delaware; of Virginia and Massachusetts.
7. State causes and name principal actor in the enactment of the Alien and Sedition Laws, the Missouri Compromise, the Kansas and Nebraska Bill, the Monroe Doctrine, and the Resumption Act. (20 credits.)
8. Give a brief sketch of the attempt made by our State to build and manage its railroads.
9. Make a definite statement concerning any five of the following:
 Theodore Roosevelt.
 The Trinidad Incident.
 The Alaskan Boundary.
 Admission of a New State.
 The Venezuelan Question.
 Our Minister to Germany.
 Affairs in Cuba.
 Presidential Candidates.
 Latest Issue of Government Bonds.
 The International Peace Conference.

THIRD GRADE, CLASS B.

1. General neatness and excellence of paper to count for this number.
2. Give short description of explorations made in America by three explorers of different nationalities, prior to 1525.
3. State what you consider as five of the most important events in the history of our country, giving date of each.
4. Name one prominent naval commander of each of the following wars, and mention the principal victory gained by each:—Revolutionary War, War with Tripoli, the War of 1812, the Civil War.
5. Briefly compare Nathan Hale and Major Andre as to character, education, position, part in history, fate, etc. In lieu of the foregoing question, applicants may write the first and last stanzas of the poem "Nathan Hale."
6. For what were the following noted:—Alexander Hamilton, Thomas Jefferson, Henry Clay, Abraham Lincoln, Stephen A. Douglas?
7. Give a brief sketch of the trouble arising concerning Michigan's admission to the Union.
8. Give a short account of that remarkable Frenchman who was the founder of Canada and whose name is commemorated in the name of a lake.
9. Name any five of America's seven great poets.

10. Make a definite statement concerning any five of the following:—

Theodore Roosevelt.
 The Trinidad Incident.
 The Alaskan Boundary.
 Admission of a New State.
 The Venezuelan Question.
 Our Minister to Germany.
 Affairs in Cuba.
 Presidential Candidates.
 Latest Issue of Government Bonds.
 The International Peace Conference.

CLASS A.

1. General neatness and excellence of paper to count for this number.
2. Give an account of the building of the first telegraph line in America, as you would tell it to a child.
3. State what you consider as five of the most important events in the history of our country, giving date of each.
4. What good has resulted from the Civil War and what injury? Name the generals of this war who have since been presidents of the United States.
5. Briefly compare Nathan Hale and Major Andre as to character, education, position, part in history, fate, etc. In lieu of the foregoing question, applicants may write the first and last stanzas of the poem "Nathan Hale."
6. Tell about the Salem witchcraft. What lesson did it teach?
7. Give a brief sketch of the trouble arising concerning Michigan's admission to the Union.
8. Give a short account of that remarkable Frenchman who was the founder of Canada and whose name is commemorated in the name of a lake.
9. Name a recently deceased poet who was especially fond of children, and give some quotation from his poems.
10. Make a definite statement concerning any five of the following:—
 Theodore Roosevelt.
 The Trinidad Incident.
 The Alaskan Boundary.
 Admission of a New State.
 The Venezuelan Question.
 Our Minister to Germany.
 Affairs in Cuba.
 Presidential Candidates.
 Latest Issue of Government Bonds.
 The International Peace Conference.

IV. QUESTIONS PREPARED BY THE SUPERINTENDENT OF PUBLIC
 INSTRUCTION FOR THE REGULAR EXAMINATION
 JUNE, 1896.

ALGEBRA.

SECOND GRADE.

1. General neatness and excellence of paper to count for this number.
2. Define root of an equation and root of a number.
3. By what would you multiply $x^4 + x^3y + x^2y^2 + xy^3 + y^4$ to give $x^5 - y^5$?
4. What is the significance of a fractional exponent, as $x^{\frac{1}{2}}$ and $y^{\frac{3}{4}}$?
5. Explain as to a class why a term may be changed from one number of an equation to the other by changing the sign.
6. Make an original problem involving two unknown quantities and solve by substitution.

7. Find the prime factors of $x^4 - y^4$, $a^4 - 8ab + 16b^4$, and $9x^2 - 6x + 1$.
8. A and B have each an annual income of \$1,500. A spends \$400 more each year than does B, and at the end of five years the amount of their savings is \$6,000. What does each spend annually?
9. Divide the number 149 into two such parts that the greater diminished by 5, may be double the less.
10. A merchant having increased his capital 8%, found that it amounted to \$4,320. How much was it at first?

ARITHMETIC.

SECOND GRADE.

NOTE.—These questions should be marked on the scale of fifty credits and the examiner should test the applicant in mental arithmetic for the remaining fifty credits.

1. Draw the following named figures and give rules for finding the area of the same:—obtuse triangle, parallelogram, trapezium, and circle.
2. How many feet of lumber will it take to make flooring enough to lay a floor in a house 28 ft. x 48 ft., if one-fourth is allowed for matching and waste?
3. A reservoir supplies a town with 4,573,800 gallons of water daily. If its surface area is 7 acres, how much will the water be lowered in it, provided one-half as much runs in as runs out?
4. An agent in Chicago sells 4,500 bushels of wheat for me at \$.64½ a bushel. The proceeds he invests in wool at \$.10 a pound. If his commission for selling the wheat be 1½ and his commission for buying the wool 2%, how many pounds of wool does he buy for me?
5. What is interest? How does bank discount differ from interest? When I sell a note to a bank, is the discount reckoned on the money given me, or is it on a larger or smaller amount?

THIRD GRADE, CLASS B.

1. (a) How many cords of 18-inch stovewood may be piled in a wood-house 20 ft. long, 18 ft. wide, and 10 ft. high?
(b) At 20c a cu. yd., what will it cost to dig a cellar 30 ft. long, 24 feet wide, and 5½ feet deep?
2. (a) How deep must a cylindrical cistern 8 ft. in diameter be to contain 60 bbls. of water, allowing 4½ cu. ft. to the bbl.?
(b) How many silver dollars may be made from 2¼ lbs. of silver bullion?
3. At \$72 an acre, a farm is worth \$12,240. It is in the form of a rectangle 160 rods wide. What will it cost to put a fence around it, at 75c a rod?
4. Find the present worth of the following note, June 18, 1896, discounted at a bank, rate of discount being 6%:—
\$320.00.

LANSING, MICH., Feb. 5, 1896.

Six months from date, for value received, I promise to pay J. C. Doran or order, three hundred twenty dollars, with interest at 8%.

M. H. CAMERON.

5. At what time in the course would you begin to teach a pupil fractions? Give reasons for your answer.

CLASS A.

1. For 1895 a clerk's salary was \$1,242. It had been increased 10% in 1893 and 8% in 1894. What was it in 1892? What was the per cent of increase from 1892 to 1895?
2. A water glass has two bands around it, each containing ten figures. It takes 3 seconds to cut each figure. What will it cost to decorate 2½ gross at \$2 a day of 8 hours each?
3. From a lot of land 40 rds. sq. I sold 40 sq. rds. What is the remainder worth at \$45 an acre?
4. State the following transaction in the form of an itemized bill, and give a properly drawn note in payment for the same:—Jas. O'Donnell, Jackson, buys of Aaron T. Bliss, Saginaw, May 28, 1896, six pieces of 4x6, 24 ft. long, @ \$20 per M; 13,225 of roofing at \$8 per M; 28 pieces 3x18 joist, 36 ft. long, at \$24 per M. Mr. Bliss gives Mr. O'Donnell a discount of 5%, subscribes with Mr.

O'Donnell for the *Jackson Daily Citizen* for one-half year at \$6 per year, taking of Mr. O'Donnell $\frac{1}{2}$ doz. colts at \$36 per doz. and a 3-year old gelding at \$60.

5. Construct and work four problems illustrating four cases in interest.

MENTAL ARITHMETIC.

ALL GRADES.

1. What part of a dollar is 5c, 16 $\frac{1}{2}$ c, 33 $\frac{1}{2}$ c, 66 $\frac{1}{2}$ c, 83 $\frac{1}{2}$ c, 12 $\frac{1}{2}$ c, 8 $\frac{1}{2}$ c?
2. If one-half of an article be sold for what the whole cost, what per cent is gained on the part sold?
3. Add $\frac{1}{4}$, $\frac{1}{8}$, and $\frac{3}{8}$.
4. Subtract $2\frac{5}{8}$ from $3\frac{1}{2}$.
5. At $\frac{1}{4}$ cent each how many tomato plants can be bought for 40c?
6. A half-foot square is what per cent of one square foot?
7. $\frac{1}{2}$ is $\frac{3}{4}$ of what?
8. At 15c per pound what is the cost of a barrel of flour?
9. Find cost of 3630 pounds of potatoes at 10c per bushel?
10. What per cent of a section of land is 80 acres? 20 acres?
11. How many miles around the boundary of a government section of land? Around a quarter section?
12. Add 145, 87, 96, 83, 57, 909, 77, and 34.
13. What is $\frac{3}{4}$ of 60? Of what is 60 three-fourths?
14. \$15 is 3% of what sum?
15. 25% of a man's income is \$200; what is $\frac{1}{5}$ of his income?
16. A can build a wall in 3 days and B can do the same work in 4 days. How long will it take both working together to build the wall?
17. A can do a piece of work in 6 days; A and B can do it in 4 days. How long will it take B to do it?
18. An agent received \$10 for making a collection at a commission of $3\frac{1}{2}$ %; what was the amount of the bill collected?
19. Divide 85 marbles between two boys so that one gets 4 as often as the other one gets 3.
20. Papers were sold for 5c each, which was a gain of 25%; how much would be the gain on 4 papers?
21. How much must I mark goods that cost \$6, so that I can deduct 10% from the market price and still gain 5% on cost price?
22. A lawyer collects a debt, takes 2% for his fee, and remits the balance of \$490; what is his fee?
23. A pile of wood is 24 feet long; how high must it be piled to contain 36 cords? (Note common sense shown in the solution.)
24. What principal will in 8 years at 7 per cent give \$42 interest?
25. How many bunches of shingles ($\frac{1}{4}$ thousand in a bunch) will it take to shingle a roof 20 ft. x 40 ft., if shingles are laid 4 in. to the weather?

BOTANY.

SECOND GRADE.

1. Define anther, stipule, ovary, ovule, and cell.
2. Name five flowering and three non-flowering plants common in your locality.
3. How are the following plants propagated:—bean, radish, onion, sweet potato, Irish potato, raspberry, apple, peach, rhubarb, and geranium?
4. Make a drawing showing a root tip and root hairs. Explain the use and action of each in the soil.
5. Name two plants belonging to each of the following orders or families:—Cruciferae, Liliaceae, and Rosaceae.
- 6-10. The examiner should place before each applicant some plant, in flower if possible, and ask that it be botanically described. Drawings should be made to help describe the different parts. The examiner should mark the applicant according to the knowledge displayed and the power of observation manifested. This latter half of the examination should in no case be omitted.

CIVIL GOVERNMENT.

SECOND GRADE.

1. General excellence and neatness of paper to count for this number.
2. Give some of the chief duties of the county clerk.
3. There must be several kinds of taxes assessed and paid. Illustrate.
4. Define income tax. What is meant by free coinage?
5. In special or extra sessions of the legislature, what subjects may be considered?
6. By what authority is our standard of weights and measures regulated?
7. Give the steps necessary to the admission of a State.
8. Name in order the persons entitled to succeed to the presidency in case of a vacancy.
9. What is meant by tariff for revenue only? By reciprocity? By free trade?
10. Give an account of the adoption of the first ten amendments to the constitution of the United States.

THIRD GRADE, CLASS B.

1. General excellence and neatness of paper to count for this number.
2. How may a civil officer of the United States be impeached?
3. Tell what you can of the "local option" temperance law in this State and in the localities where the law is operative.
4. How are the delegates to the national conventions elected? To how many delegates is Michigan entitled?
5. What was the origin and meaning of the term gerrymander?
6. Of how many justices is the Michigan Supreme Court composed? Who is chief justice?
7. Suppose it is your personal conviction that a law is unconstitutional; may you disregard it? Give reasons for your answer.
8. What is the difference in the United States between a town and a city?
9. What is meant by the term joint ballot? Mention an officer so elected in this State.
10. What is intended to prevent the appointment, by the president, of unprincipled or unqualified men to positions of high trust and honor?

CLASS A.

1. General excellence and neatness of paper to count for this number.
2. Give some of the chief duties of the county clerk.
3. Name three essential requisites of a good government.
4. How are the delegates to the national conventions elected? To how many delegates is Michigan entitled?
5. Name three essential qualities of a good citizen.
6. How often is the legislature chosen in this State? When does such election next occur?
8. Compare the duties of the Governor of Michigan with those of President of the United States.
9. What is meant by the term joint ballot? Mention an officer so elected in this State.
10. What is meant by a "River and Harbor Bill?"

GENERAL HISTORY.

SECOND GRADE.

1. Name five historical events occurring prior to 1492. which you regard as directly affecting American history.
2. Describe the proceedings of the French Commune during the concluding scenes of the Franco-Prussian war.
3. For what is the battle of Balaklava memorable. and what poem was written to commemorate it?

4. What action was taken by Mexico as soon as news was received of President Polk's election? Why?
5. What were the Agrarian Laws?
6. What is suggested by the following names:—Virginius, Hannibal, Cato, Trajan, Saladin?
7. How long has Victoria reigned in England, and how much power has she in the control of affairs?
8. Who were the Moors?
- 9-10. Write an account of the Feudal System, including the following points:—(a) origin; (b) development in the different countries of Europe; (c) advantages and defects; (d) causes of decline; (e) traces in the present organization of European society.

GEOGRAPHY.

SECOND GRADE.

1. Compare Holland and Switzerland as to elevation, surface, productions, and climate.
2. Name two countries of Asia, two rivers, two cities, and four articles of export.
3. Locate Sahara and tell why it is rainless.
4. Name a country of which coffee is the staple product. What proportion of the coffee used in the world is raised there?
5. What form of government has Hawaii? What is its principal city? Its principal export?
6. In what country and on what water is each of the following cities:—Rotterdam, Bombay, Toronto, Cape Town, Alexandria?
7. Account for the peculiarities of the climate of California.
8. Give the list of Michigan counties that border on Saginaw Bay. Mention two of the most populous cities in these counties.
9. Define drainage of a country and describe the drainage systems of the United States.
10. State something definite about any five of the following:—
 - (a) The "Twin Cities."
 - (b) The "City of the Straits."
 - (c) The "Wonderland of America."
 - (d) The "Golden Gate."
 - (e) The "Crescent City."
 - (f) The "Whirlpool Rapids."
 - (g) The Eads Jetties.
 - (h) The Transvaal.
 - (i) The Acropolis.

THIRD GRADE, CLASS B.

1. General excellence and neatness of paper to count for this number.
2. What are the causes of deserts? Illustrate by example.
3. What large river flows across Austria, Alaska, Massachusetts, Oregon, and China?
4. What is a cyclone and what its cause? Locate the scene of a recent one in Michigan.
5. What districts of Europe are chiefly noted for the manufacture of kid gloves, linen, cutlery, cotton goods, watches, pottery, ships?
6. Where in Michigan are coal mines located? Iron mines? Copper mines?
7. (a) Explain the changes of the seasons.
(b) What would be the width of the torrid zone, if the earth were inclined 40 degrees to the plane of its orbit?
8. What noted promontory is there in the southern part of Spain, and to what government does it belong? What gives it importance?
9. Name the country or countries from which we obtain each of the following articles:—tin, tea, spices, silk goods, kangaroo leather.

10. State something definite about any five of the following:—

- (a) The "Twin Cities."
- (b) The "City of the Straits."
- (c) The "Wonderland of America."
- (d) The "Golden Gate."
- (e) The "Crescent City."
- (f) The "Whirlpool Rapids."
- (g) The Eads Jetties.
- (h) The Transvaal.
- (i) The Acropolis.

THIRD GRADE, CLASS A.

1. General excellence and neatness of paper to count for this number.
2. Indicate how you would teach the causes of the seasons.
3. Name two rivers of Africa and describe courses. What of interest is connected with them?
4. What is a cyclone and what its cause? Locate the scene of a recent one in Michigan.
5. Describe the home life of the people of Japan.
6. Where in Michigan are coal mines located? Iron mines? Copper mines?
7. What methods would you employ to have pupils in the second primary attain just conceptions of a bay, a strait, an island, a valley, and a mountain?
8. Draw an outline map of Michigan and on this map locate five of our most important railroads.
9. Name two river systems of North America and three of South America.
10. State something definite about any five of the following:—
 - (a) The "Twin Cities."
 - (b) The "City of the Straits."
 - (c) The "Wonderland of America."
 - (d) The "Golden Gate."
 - (e) The "Crescent City."
 - (f) The "Whirlpool Rapids."
 - (g) The Eads Jetties.
 - (h) The Transvaal.
 - (i) The Acropolis.

GRAMMAR.

SECOND GRADE.

1. General neatness of paper (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. To what stage of a child's education does technical grammar properly belong, and what is gained by its study?
3. Write a single sentence which shall contain an infinitive phrase, a subordinate clause, a relative pronoun, a passive verb, and a participle. Designate each.
4. Give an example of each of the following errors that are commonly made:—
 - (a) Use of two *thats* to introduce one clause.
 - (b) Use of past tense for the perfect participle and vice versa.
 - (c) Use of the objective case after *than*.
 - (d) Use of an auxiliary verb without supplying the proper verbal form.
 - (e) Separation of the infinitive sign from its verb.
5. Give examples of the expletive, the nominative absolute, the subject accusative, the attribute complement, and an appositive.
6. Do you use a singular or plural verb, if the subject consists of two or more singular nouns joined by *either*? If the subject is a collective noun? If the subject is a substantive clause? If the subject includes both singular and plural pronoun? Illustrate each with sentence.
7. Analyze or diagram:—

Never begin a letter by saying something else which you think will lead up to what you want to say.

8. Write not less than 150, nor more than 250 words, on one of the following subjects:—

Physical Culture. A Michigan Cyclone. A Fishing Expedition.
 Memorial Day. School Room Decoration.

NOTE.—Capitalization, punctuation, paragraphing, diction, and grammatical construction, should all be carefully noted by the examiner in marking this question, which counts for 30 credits.

THIRD GRADE, CLASS B.

1. General neatness of paper (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. What different kinds of language work are recommended by the Committee of Ten for the 3d, 4th, 5th, and 6th grades?
3. Tell which is correct, giving reason for answer:—
 - (a) The coat *sits* or *sets* well?
 - (b) The hen *sits* or *sets*?
 - (c) He looked *grave* or *gravely*?
 - (d) They told *us* girls or *we* girls?
 - (e) It was as *near* as possible or as *nearly* as possible like mine?
4. Dispose of the italicized words in the following:—He *longed* to stay all the day *long*, but the road *home* was *long* and he must start *long* before night.
5. Give the principal parts of sit, set, catch, say, lay, and give a sentence illustrating the use of each part.
6. Show clearly the difference between a pronominal adjective and a relative pronoun.
7. Recast the following sentence (a) so as to substitute a prepositional phrase for the subordinate proposition; (b) so as to substitute a participial phrase for subordinate proposition: They thought that he was ill.
8. Write not less than 150, nor more than 250 words, on one of the following subjects:—

Physical Culture.	Memorial Day.	School Room Decoration.
A Michigan Cyclone.	A Fishing Expedition.	School Etiquette.

NOTE.—Capitalization, punctuation, paragraphing, diction, and grammatical construction, should all be carefully noted by the examiner in marking this question, which counts for 30 credits.

CLASS A.

1. General neatness of paper (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. What different kinds of language work are recommended by the Committee of Ten for the 3d, 4th, 5th, and 6th grades?
3. Tell which is correct, giving reason for answer:—
 - (a) The coat *sits* or *sets* well?
 - (b) The hen *sits* or *sets*?
 - (c) He looked *grave* or *gravely*?
 - (d) They told *us* girls or *we* girls?
 - (e) It was as *near* as possible or as *nearly* as possible like mine?
4. What is the distinction between correlation and concentration?
5. In what grade does the State Manual and Course of Study recommend the beginning of technical grammar? Should the memorizing of definitions precede or follow analysis?
6. Show clearly the difference between a pronominal adjective and a relative pronoun.
7. Discuss the comparative value of dictation and reproduction exercises, telling what is gained by each.
8. Write not less than 150, nor more than 250 words, on one of the following subjects:—

Physical Culture.	Memorial Day.	School Room Decoration.
A Michigan Cyclone.	A Fishing Expedition.	School Etiquette.

ORTHOGRAPHY.

ALL GRADES.

1. Of what use is accent and where does it usually fall in polysyllables?
2. Define voice, speech, phonology, phonotopy, orthoepy.
3. Separate the following words into their elements, indicating roots, prefixes, and suffixes:—dictionary, diadem, constellation, congregation, admonition.
4. Give a word in which *e* is a substitute for long *a*; *a* for short *o*; *o* for short *u*; *j* for *d*; *z* for *s*.
5. Show the pronunciation of the following, including accent:—tedious, oleomargarine, rude, yolk, gallows, jaguar, worsted, communist, raspberry, chamois.

NOTE.—The above questions will count 50 per cent and the spelling of list of words 50 per cent.

LIST OF WORDS.

- | | | |
|---------------------|------------------|-----------------|
| 1. conscious | 10. preferring | 18. religious |
| 2. correlation | 11. Berkshire | 19. independent |
| 3. contaminate | 12. camphor | 20. politics |
| 4. advantageous | 13. adaptable | 21. adjutant |
| 5. transient | 14. transcendent | 22. gauging |
| 6. italicize | 15. Abyssinia | 23. rapacity |
| 7. Mr. Jones' house | 16. irritable | 24. carnivorous |
| 8. picnickers | 17. triumvirate | 25. palmetto |
| 9. discernible | | |

PENMANSHIP.

ALL GRADES.

1. What use do you make of the blackboard in teaching penmanship?
2. Why are movement and rapidity made so prominent?
3. Write a stanza of some national song as a sample of your handwriting.
(Forty credits on answers, sixty on penmanship.)

PHYSICS.

SECOND GRADE.

1. In how many directions may pressure be transmitted in liquids and solids?
Why?
2. Describe an experiment showing that air occupies space.
3. What is the essential principle of an incandescent lamp?
4. How can you demonstrate experimentally that heat is a cause of winds?
5. Give and explain a plan for ventilating a room heated by a stove.
6. Describe three methods of finding the specific gravity of a body.
7. Define momentum and energy, and give the distinction between the two kinds of energy.
8. What is the direction of a ray of light through a uniform medium? Through a convex lens? From a plane mirror?
9. Explain the difference between the Centigrade and the Fahrenheit scale.
10. How long must a pendulum be to vibrate every half second? To what latitude and altitude does your calculation apply?

PHYSIOLOGY AND HYGIENE.

SECOND GRADE.

1. General neatness and appearance of paper to count for this number.
2. What is paralysis? Explain the cause.
3. Describe the lungs. To what diseases are they subject?
4. Explain the difference between tendons, ligaments, and muscles as to use and as to composition.

5. What are the two principal classes of muscles? Compare them as to use and appearance.
6. What are the functions of the skin? Could life be maintained for any considerable length of time, if the skin should fail to perform these functions?
7. What is the law with reference to teaching the effects of the use of tobacco and alcoholic drinks? Mention three good reasons for the law.
8. Explain how a person who has been exposed to small-pox should be treated. Would the same treatment apply to a person who has been exposed to measles?
9. Make a drawing of the brain. Name its parts and give the function or functions of each.
10. Give a description of the teeth and some rules concerning their care.

THIRD GRADE, CLASS B.

1. General neatness and appearance of paper to count for this number.
2. What are the two large cavities of the body? Name all the organs located in each.
3. What effect has impaired digestion upon the organs of the body? Explain how this may be.
4. Mention several foods that would be suitable for a person engaged in hard physical labor; engaged in mental labor; recovering from a debilitating disease.
5. How should a case of severe burning be treated?
6. State the evil effects of the cigaret habit.
7. Classify and locate the permanent teeth. When do they appear?
8. Locate the sternum, the liver, the tendon of Achilles, the hyoid bone, the larynx, the spleen, the sciatic nerve, the tarsal bones, the metacarpal bones, and the ethmoid bone.
9. Give the rules to be observed in securing a healthy condition of the muscles.
10. What can you say about scarlet fever?

CLASS A.

1. General neatness and excellence of paper to count for this number.
2. What are the two large cavities of the body? Name all the organs located in each.
3. Describe the stomach of man. Compare it with the stomach of some other animal.
4. Mention several foods that would be suitable for a person engaged in hard physical labor; engaged in mental labor; recovering from a debilitating disease.
5. In case of fainting what should be done to restore the patient to consciousness? In case of drowning?
6. What exercises would you advocate for developing a full chest? For developing the muscles of the back?
7. Why should the teeth be kept clean? Mention several causes of decayed teeth.
8. Of what does the act of respiration consist?
9. Mention several disinfectants and state how used.
10. Why should marching or calisthenic exercises be encouraged in the school room?

READING.

ALL GRADES.

I.

And what is so rare as a day in June?
 Then, if ever, come perfect days;
 Then heaven tries the earth if it be in tune,
 And over it softly her warm ear lays.
 4 Whether we look or whether we listen,
 We hear life murmur or see it glisten;
 Every clod feels a stir of might;
 An instinct within it reaches and towers
 8 And, groping blindly above it for light,
 Climbs to a soul in grass and flowers.
 The flush of life may well be seen
 Thrilling back over hills and valleys;
 12 The cowslip startles in meadows green,
 The buttercup catches the sun in its chalice,
 And there's never a leaf nor a blade too mean
 To be some happy creature's palace.

—James Russell Lowell.

II.

Books,—light-houses erected in the great sea of time; books,—the precious
 depositories of the thoughts and creations of genius; books,—by whose sorcery
 time past becomes time present, and the whole pageantry of the world's history
 4 moves in solemn procession before our eyes—these were to visit the firesides of
 the humble and lavish the treasures of the intellect upon the poor. Priceless and
 precious are the blessings which books scatter around our daily paths. We walk
 in imagination with the noblest spirits, through the most sublime and enchanting
 8 regions—regions which to all that is lovely in the forms and colors of earth,
 “——— add the gleam,
 The light that never was on sea or land,
 The consecration and the Poet's dream.”
 12 A motion of the hand brings all Arcadia to sight. The War of Troy can, at our
 bidding, rage in the narrowest chamber. Without stirring from our firesides, we
 may roam to the most remote regions of earth or soar into realms where Spenser's
 shapes of unearthly beauty flock to meet us, where Milton's angels peal in
 16 our ears the choral hymns of paradise. Science, art, literature, philosophy—all
 that man has thought, all that man has done, the experience that has been
 bought with the sufferings of a hundred generations—all are garnered up for us
 in the world of books.—Edwin P. Whipple.

III.

When we are as yet small children, long before the time when those two
 grown ladies offer us the choice of Hercules, there comes up to us a youthful
 angel holding in his right hand cubes like dice, and in his left hand spheres like
 4 marbles. The cubes are of stainless ivory, and on each is written in letters of
 gold—TRUTH. The spheres are veined and streaked and spotted beneath, with a
 dark crimson flush above, where the light falls on them; and in certain aspects
 you can make out upon every one of them the three letters L-I-E. The child to
 8 whom they are offered very probably clutches at both. The spheres are the most
 convenient things in the world; they roll with the least possible impulse just
 where the child would have them. The cubes will not not roll at all; they have
 a great talent for standing still, and always keep right side up. But very soon
 12 the young philosopher finds that things which roll so easily, are very apt to roll
 into the wrong corner and to get out of his way when he most wants them, while
 he always knows where to find the others, which stay where they are left. Thus
 he learns—thus we learn—to drop the streaked and speckled globes of falsehood

16 and to hold fast the white angular blocks of truth. But then comes Timidity, and after her Good-nature, and last of all Polite-behavior, all insisting that truth must roll or nobody can do anything with it; and so the first with her coarse rasp, and the second with her broad file, and the third with her silken sleeve, do so round off and smooth and polish the snow-white cubes of truth, that when they have got a little dingy by use, it becomes hard to tell them from the rolling spheres of falsehood.—*Oliver Wendell Holmes.*

SCHOOL LAW.

ALL GRADES.

1. How much money may be drawn from the State treasury in any year, in any one county, for the support of teachers' institutes.
2. If a district and two of its school officers desire to comply with the law to erect a flag staff and procure a flag, and the director refuses to act, what course may be pursued to remove this unpatriotic and obstinate public servant?
3. When two district offices become vacant, how may such vacancies be filled?
4. Upon what conditions may a district board borrow money?
5. For what purposes may the surplus of the one-mill tax be appropriated?

THEORY AND ART.

ALL GRADES

1. The inductive method of teaching geography begins with familiar known objects. State the advantages of this method.
2. Give three important reasons why music should be taught in the public schools.
3. What are the most common errors committed by teachers in attempting to teach morality?
4. Explain briefly how you would temporarily organize your school on the first day. How would you then effect a permanent organization?
5. What use have you made of the "suggestive lessons in physiology" in the State Manual and Course of Study? For what grades are they designed?

UNITED STATES HISTORY.

SECOND GRADE.

1. General neatness and excellence of paper to count for this number.
2. Name at least two celebrated treaties connected with our history, telling what was guaranteed by each.
3. Which do you regard as the more critical financial period of this country, 1789 or 1837? Why?
4. To whom were the following nicknames given and why:—Stonewall Jackson, the Sage of Monticello, Mad Anthony, the Rock of Chickamauga, Old Hickory?
5. State the characteristics peculiar to the Puritans, the Quakers, the Huguenots, the Virginia Cavaliers, the Dutch of New York.
6. Name the presidents that have occupied the executive chair during the wars in which the United States has participated.
7. Name five prominent American statesmen of the period from the adoption of the Constitution to the beginning of the civil war, giving some incident connected with each.
8. What trouble was there over the election of 1800, and why has no similar trouble at elections since arisen?
9. In what underhand manner did England aid the Secessionists during the Rebellion, and what action did President Grant afterward take regarding it?

10. Make a definite statement regarding any five of the following:—

Nelson A. Miles.
 Gen. Fitz. Hugh Lee.
 Silver Sentiment in Democratic Party.
 Censuring of Bayard.
 Cleveland's attitude toward Cuba.
 National Armenian Relief Committee.
 John Hays Hammond.
 Greater New York.
 River and Harbor Bill of '96.
 "Pitchfork" Tillman.

THIRD GRADE, CLASS B.

1. General excellence and neatness of paper to count for this number.
2. Who managed the affairs of the confederation called "The United Colonies of New England," and why was Rhode Island excluded from it?
3. What was "the iron-clad oath" of the Reconstruction period?
4. Where and when did the Jesuit missionaries accomplish their greatest work, and what was their motive in coming to America?
5. What was the provision of each of the following:—Emancipation Proclamation, Kansas-Nebraska Bill, Ordinance of 1787, Nullification Act, 15th Amendment.
6. State some of the points of difference between the early governments of Pennsylvania and Maryland, naming the proprietary lord of each.
7. What part did Michigan play in the war of 1812?
8. How much is known of the history of America previous to 1492?
9. What stand did Andrew Jackson take regarding National Banks, and what was the result of his policy?
10. Make a definite statement regarding any five of the following:—
 Nelson A. Miles.
 Gen. Fitz. Hugh Lee.
 Silver Sentiment in Democratic Party.
 Censuring of Bayard.
 Cleveland's attitude toward Cuba.
 National Armenian Relief Committee.
 John Hays Hammond.
 Greater New York.
 River and Harbor Bill of '96.
 "Pitchfork" Tillman.

CLASS A.

1. General excellence and neatness of paper to count for this number.
2. Quote a stanza of "Michigan, my Michigan."
3. What was "the iron-clad oath" of the Reconstruction period.
4. Where and when did the Jesuit missionaries accomplish their greatest work, and what was their motive in coming to America?
5. In what way does the imagination of the child aid in the study of history, and how far should this faculty be stimulated.
6. What words were inscribed on the old "Liberty Bell?" Tell the story of its ringing on July 4, 1776.
7. What part did Michigan play in the war of 1812?
8. How much is known of the history of America previous to 1492?
9. Who was "Major Molly?"
10. Make a definite statement regarding any five of the following:—
 Nelson A. Miles.
 Gen. Fitz. Hugh Lee.
 Silver Sentiment in Democratic Party.
 Censuring of Bayard.
 Cleveland's attitude toward Cuba.
 National Armenian Relief Committee.
 John Hays Hammond.
 Greater New York.
 River and Harbor Bill of '96.
 "Pitchfork" Tillman.

V. QUESTIONS PREPARED BY THE SUPERINTENDENT OF PUBLIC
INSTRUCTION FOR THE REGULAR EXAMINATION,
AUGUST, 1896.

ALGEBRA.

FIRST GRADE.

1. General excellence and neatness of paper to count for this number.
2. Find an expression for the sum of R^2 and S^2 , if $R^4 + S^4 = 1 - 2 R^2 S^2$.
3. $x + y = 2$. $xy = 1$. Solve for x and y .
4. $a - x : x :: x : a$. If $a = 10$ in the above proportion, $x =$ what?
5. The area of a circle is expressed by $\frac{1}{2} \pi D^2$. If R and r are radii of two circles having the same center, show that the area of the surface between their circumferences is $\pi (R^2 - r^2)$.
6. (a) If $z = \sqrt{\frac{1}{2}(1-m)}$ and $v = \sqrt{\frac{1}{2}(1+m)}$, show that $\frac{z}{v} = \sqrt{\frac{1-m}{1+m}}$
(b) Show that $\sqrt{\frac{r-g}{r+g}} = \frac{1}{r+g} \sqrt{r^2 - g^2}$.
7. A tape is 100 ft. long. It bounds a right angled triangle, the base of which is 16 ft. What are the other two sides of the triangle.
8. (a) Define a surd and an imaginary quantity. Give an example of each.
(b) Give and illustrate three rules for exponents.
9. A rectangular garden is surrounded by a walk 7 ft. wide; the area of the garden is 15,000 sq. ft., and of the walk 3,696 sq. ft. Find the length and breadth of the garden.
10. Two farmers, A and B, have 30 cows between them; they sell at different prices, but each receives the same sum. If A had sold his at B's price, he would have received \$320; and if B had sold his at A's price he would have received \$245. How many cows had each?

SECOND GRADE.

1. General excellence and neatness of paper to count for this number.
2. The distance around a rectangle is 48 feet. It is twice as long as it is wide. What are the dimensions?
3. Factor $R^2 - S^2$ and $z^2 - 11z + 30$.
4. Define exponent, coefficient, radical.
5. A class of 50 voted to raise a sum of money. Eleven refused to pay anything, and the assessment on each of the remaining members was increased 25 cts. thereby. What was the amount to be raised?
6. Reduce $\frac{(3a^2 + 2a + 2a^2 + 1 + a^4)(a^2 + 1 - 2a)}{a - 1}$ by performing the indicated operation.
7. Factor the following: $(a^4 - x^4)$, $(a - x)^4$, $4a^2 - 4ax + x^2$.
8. A property worth \$5,000 was divided between two brothers so that, if one-third of A's were given to B, each would then have half. Find the portion of each.
9. Find value of unknown quantities in the following, being careful to select that method of elimination which will prove shortest:
$$\begin{cases} x^2 + 2y + 3 = 46 \\ x^2 - y + 1 = 17 \end{cases}$$
10. The wages of 10 men and 8 boys amount to \$22.30, and 4 men together receive \$3.40 more than 6 boys. What are the wages of each man and boy?

ARITHMETIC.

FIRST AND SECOND GRADES.

NOTE.—These questions should be marked on the scale of 50 credits, and the examiner should test the applicant in mental arithmetic for the remaining 50 credits.

1. At L— local time is 22 min. faster than Central Standard time; at D— local time is 28 min. faster than Central Standard time. Is L— east or west of D— and how many miles?
2. Jan. 10, 1896, Mr. Jones took a note for a certain amount due in ten months and bearing 8% interest. June 20, 1896, Mr. Jones discounted this note at a bank at 6% and received \$452. For how much was the note given?
3. Find diameter of a cylindrical cistern whose capacity is 80 bbls. and altitude 8 ft. (Let applicant use $4\frac{1}{2}$ cu. ft. to the bbl. as an approximation.)
4. (a) Find the cost of 1,800 ft. of moulding at 20c. per ft., discount 12% and 1% off for cash.
(b) A schoolhouse is insured for 5 years at $\frac{1}{2}\%$ premium, which is \$300. The insurance valuation is $\frac{2}{3}$ of the cost of the house. What is the underwriter's loss if it burns?
5. A man's tax, including the collector's fee of 4%, is \$78. The rate of taxation is $2\frac{1}{2}\%$. What is the assessed valuation of the man's property?

THIRD GRADE, CLASS B.

1. Give all the prime factors and all the sets of factors of the following numbers: 10, 72, 96, and 102.
2. \$40,000 is to be raised by taxation for building a schoolhouse. The assessed valuation of the town is \$6,400,000. If my property is assessed at \$2,500, what shall I pay toward the cost of the schoolhouse? What will be my entire tax, if the collector's fee is 1%?
3. Ascertain the distance of section lines from the S. E. $\frac{1}{4}$ of S. W. $\frac{1}{4}$ of Section 6, to the N. E. $\frac{1}{4}$ of N. W. $\frac{1}{4}$ of the school section in the same township. Draw a diagram of the township, showing the description named.
4. (a) If the water from a salt well yield 6% of its weight in salt, how many tons of water will be required to make 1,000 pounds of salt?
(b) Reduce 84 rds, $15\frac{1}{2}$ ft. to the fraction of a mile.
5. A note for \$150 and interest at 6% made June 2, 1896, has indorsed upon it a payment of \$80, made April 4, 1896. How much is due on the note June 20, 1896?

CLASS A.

1. Express $\frac{3}{4}$ of $\frac{1}{2}$ in the form of (a) a simple fraction; (b) a decimal; (c) per cent.
2. According to the census of 1890 the population of a certain city was 5,810, an increase of 18% over the census of 1880. The census of 1880 showed a gain of 25 over the population of 1870. What was its population in 1870?
3. (a) Write a negotiable promissory note. (b) An order for payment of money due on %. (c) A receipt for interest paid on a note.
4. Prepare five questions suitable as a test for a fourth grade class in fractions.
5. Make out a bill of goods likely to be purchased at a hardware store, and receipt payment.

MENTAL ARITHMETIC.

ALL GRADES.

NOTE.—A member of the Board will examine candidates either singly or in classes of five or ten, testing attentive power, quickness to grasp the salient features of a problem, accuracy and rapidity of work, clearness of explanation, and simplicity of analysis.

1. Read rapidly the following numbers: 16, 10,620,701, CXIV, XLII, \$314,101.042, CVI, 29,762.70021, $2\frac{1}{4}$, and $\frac{\frac{1}{2} \times \frac{1}{3}}{\frac{1}{3} + 1}$
2. Add 16, 24, 40, 27, 7, 26, and 340.
3. From 986 take 226 and 340.
4. Find the product of $15 \times 15 \times 12$; of $\frac{2}{3} \times \frac{3}{4}$; of $.35 \times .03$; and of $10 \times \frac{1}{2} \times .40$.

5. What is $16\frac{2}{3}$ per cent of 60? 25 per cent? $12\frac{1}{2}$ per cent? $33\frac{1}{3}$ per cent? 60 per cent? 75 per cent? $83\frac{1}{3}$ per cent?
6. $\frac{1}{4}$ of 6 is what part of 9?
7. What part of 27 is $\frac{1}{2}$ of 13?
8. At \$20 per M. what will 750 ft. of lumber cost?
9. How many feet of lumber may be bought for \$12, if lumber is worth \$16 per M.?
10. If a merchant buys hats for \$2.50 and lists them at \$3, what per cent discount should he give from the list price that he may get what they cost him? What per cent discount could he give and still make 10% on cost price?
11. What will be the interest on \$250 for 4 years at 5%?
12. What principal will amount to \$300 in two years at 10%?
13. What will be the amount of a man's tax on an assessed valuation of \$5,000, the rate of taxation being $2\frac{1}{2}\%$ and the fee for collecting 4%?
14. How many quarts of milk in 639 cu. in?
15. A field in the form of a square contains 40 acres. How many feet on a side?
16. A pile of wood is 6 feet high. How long must it be to contain 3 cords?
17. The remainder is 6, the divisor 25, the quotient 16. What is the dividend?
18. (a) I bought a wheel for \$80 and sold it for \$60. What was my loss per cent?
(b) I bought a wheel for \$60 and sold it for \$80. What was my gain per cent?
19. I paid $\frac{2}{3}\%$ commission to an agent for selling a farm for \$12,500. How much money did I receive?
20. What per cent of $\frac{1}{2}$ is $\frac{2}{3}$? 12 is $\frac{2}{3}$ of what number? What per cent do I gain by selling $\frac{1}{2}$ of a bu. of grain for what the whole cost me?
21. What per cent of 50 is 5? 50 is what per cent of 5? Of what number is 6 five per cent? 9 per cent of 30 is what per cent of 54?
22. How many lath in a bunch? How many shingles in a bunch? How many pints in a barrel? How many grains of silver in a dollar? How many degrees in a circle?
23. What is the ratio of one-half a foot to a yard? Of a pint to a peck? Of a rod to two acres? Of two rods to one-half a mile?
24. Divide the number 90 into two parts such that $\frac{3}{4}$ of the first shall equal $\frac{2}{3}$ of the second.

BOTANY.

FIRST GRADE.

1. What part of a flower develops into the edible part of apples, strawberries, pumpkins, peaches, and beans?
2. Describe the structure and function of the leaf, and classify as to venation and arrangement on the stem.
3. What is the significance of genus, species, variety, kind, and race?
4. Explain the difference in method of climbing of a wild grape vine and the Virginia creeper.
5. What is the cause of pear blight, peach yellows, black knot in cherry, rust on wheat, and scab on potatoes?
- 6 to 10. The examiner should place some plant (in blossom, if possible) before the applicant and require a botanical description of the same. Drawings should be made to help describe the different parts. The applicant should be marked according to the knowledge displayed and the power of observation manifested.

NOTE.—The buckwheat plant, the golden rod, or the corn plant should be accessible at this season of the year. In no case should this part of the examination be omitted.

SECOND GRADE.

1. Name and explain the various processes of plant reproduction.
2. Define petiole, pistil, stipule, sepal, calyx.
3. Discuss briefly the importance of pruning fruit-bearing trees, and state at what season of the year the apple tree and the grape vine should be trimmed.
4. When may the following plants be found in blossom in Michigan: cherry, apple, peach, elm, sugar maple, raspberry, dandelion, mandrake, golden-rod, and white pine?
5. What are stolons, suckers, tendrils, thorns, and prickles?

- 6 to 10. The examiner should place some plant (in blossom, if possible) before the applicant and require a botanical description of the same. Drawings should be made to help describe the different parts. The applicant should be marked according to the knowledge displayed and the power of observation manifested.

CIVIL GOVERNMENT.

FIRST AND SECOND GRADES.

1. General excellence and neatness of paper to count for this number.
2. What is meant by "high seas?" By "law of nations?"
3. What was the purpose in giving the president the veto power? Why was it not made final?
4. The 13th amendment to the United States Constitution abolished slavery. Why were the fourteenth and fifteenth amendments necessary?
5. How does registration of voters prior to election tend to prevent fraud at the election?
6. Give the term of office and time of election of governor, circuit judge, judge of probate, sheriff, member of congress, supervisor.
7. What is meant by a town meeting? A charter election? How often does each occur in this State?
8. The Governor "may grant *reprieves*, *commutations*, and *pardons* after convictions, for all offenses except *treason* and cases of *impeachment*." Define the italicized words.
9. Judges are elected for longer terms than executive officers. What reason is there for this?
10. If a State has twenty-nine electoral votes, how many representatives has it in congress? Explain.

THIRD GRADE, CLASS B.

1. General arrangement and neatness of paper to count for this number.
2. How long must a citizen of the United States live in this State to entitle him to vote?
3. What is meant by taking private property for public use?
4. How many representatives are there in congress from this State? By whom and in what manner is this number determined?
5. Name five of the most important committees of the House of Representatives.
6. Name the qualifications needed to become a United States senator.
7. Define quorum, majority, plurality, elector, citizen, alien.
8. Give names of the various candidates for president and vice president, the State in which each resides, and his political party.
9. Name three county officers and one duty of each.
10. Explain briefly the manner of voting under the present State ballot law.

THIRD GRADE, CLASS A.

1. General arrangement and neatness of paper to count for this number.
2. How long must a citizen of the United States live in this State to entitle him to vote?
3. By what authority are new States admitted into the Union?
4. How many representatives are there in Congress from this State? By whom and in what manner is this number determined?
5. Mention five powers that the Constitution gives to Congress.
6. Explain meaning of free coinage, citizen, income tax.
7. Define quorum, majority, plurality, elector, citizen, alien.
8. Give names of the various candidates for president and vice president, the State in which each resides, and his political party.
9. Name three county officers and one duty of each.
10. What is the method by which each person's township tax is determined and collected?

GENERAL HISTORY.

FIRST GRADE.

1. What were some of the causes which made the end of the 15th and beginning of the 16th century such a new era?
2. Where and when lived Rienzi, "the last of the tribunes?" Who wrote a historic novel of which he is the hero?
3. Write briefly of the condition of France during the reign of Louis XIV, with reference to the character of the government, condition of the people, and the king's court.
4. What is suggested by each of the following: Bagdad, Charles Martel, the Bastille, Aristotle, the Parthenon?
5. What are the most urgent questions now agitating the nations of the Old World? Of the New World?
6. Give a character sketch of the famous Duke of Marlborough.
7. Wherein did the complaints made by the English Parliament against Chas. I agree with, and wherein did they differ from, the complaints made by the American colonies against the English government?
8. What caused the downfall of Greece and Rome, respectively?
9. When and how did the partition of Siam occur?
10. Describe the contest which resulted in Austria being set off from the German Empire.

SECOND GRADE.

1. Compare the rank of Spain in wealth and power among the nations of Europe at the time of Columbus, with its condition at the present time.
2. About what time did Copernicus and Galileo live? For what is each celebrated?
3. Locate in history Henry of Navarre, Richelieu, Wolsey, Kepler, Herodotus.
4. What elements of our civilization were derived from the Greeks, the Romans, the Hebrews?
5. What European wars were closely connected with the history of America?
6. What charter proved the foundation of English liberty? When was it granted and under what conditions?
7. What can you say of Clara Barton's work in Armenia?
8. What was the Feudal System and its effect on civilization?
9. Where is Waterloo and what are some of the great names associated with the battle fought there?
10. What is meant by the "Elizabethan Age" of English literature, and for what is it noted?

GEOGRAPHY.

FIRST AND SECOND GRADES.

1. Name three chief river systems of each continent. Define latitude, longitude, zone, and climate.
2. Mention a vast region in the United States that receives an insufficient supply of rain. Why is this rainfall insufficient? How is a portion of this region now made productive?
3. To what country does Cuba belong? What is its principal city? Its two chief productions?
4. Locate the following, and state to what country each belongs: Corsica, Candia, Trinidad, Sumatra, Philippine Islands.
5. How does Europe compare with the other grand divisions with respect to area, density of population, and extent of coast line? What kind of a coast line is most advantageous to a country?
6. Mention three natural sources of the wealth of Alaska which prove that the territory is a valuable acquisition to the United States.
7. Give three effects of climate upon the human race.
8. What state or country leads in the production of beef, wheat, wool, copper, silver, salt, wine, opium, gutta percha, turpentine?
9. If a cablegram is transmitted at sunrise from London to New York without loss of time, during what part of the day should it be received at New York? Give reason for your answer.

10. Make a definite statement about any five of the following:

- | | |
|------------------------------|-----------------------|
| (a) Welland Canal. | (f) Tarrytown. |
| (b) Belle Isle. | (g) The Transvaal. |
| (c) Garden of the Gods. | (h) Florida Keys. |
| (d) 'The Athens of America.' | (i) "The Smoky City." |
| (e) Pullman. | (j) Lake of the Woods |

THIRD GRADE, CLASS B.

- General excellence and neatness of paper to count for this number.
- What is a delta and how formed? Name the three most typical deltas in the world.
- Name and locate five chief seaports of the British Isles.
- State the natural conditions which are tending to make the United States a rival of England in the supremacy of manufacturing and commercial enterprises.
- Why is the day in mid-summer longer in the far north than at the equator?
- Name the counties of Michigan most celebrated in the production of fruit, salt, copper, iron, and mint, respectively.
- Describe China and Japan as to area, climate, production, government, and people.
- In what part of Africa is the greatest rainfall? Why is Sahara a desert?
- Locate the following islands, and tell to what countries they belong: Ceylon, Formosa, Madagascar, Isle Royale, Prince Edward Island.
- Make a definite statement about any five of the following:

(a) Welland Canal.	(f) Tarrytown.
(b) Belle Isle.	(g) The Transvaal.
(c) Garden of the Gods.	(h) Florida Keys.
(d) "The Athens of America."	(i) "The Smoky City."
(e) Pullman.	(j) Lake of the Woods.

THIRD GRADE, CLASS A.

- General excellence and neatness of paper to count for this number.
- What causes have made New York city the largest city in America?
- Explain the plan of Standard Time as used in the United States.
- Locate the following cities and state for what each is noted: Munich, Glasgow, Geneva, Omaha, Ishpeming.
- Why is the day in mid-summer longer in the far north than at the equator?
- Name the counties in Michigan most celebrated in the production of fruit, salt, copper, iron, and mint, respectively.
- What is a cyclone and what portion of Michigan has recently been visited by one?
- Explain the formation of springs.
- Draw a map of your own county, locating the cities, villages, and post-offices.
- Make a definite statement about any five of the following:

(a) Welland Canal.	(f) Tarrytown
(b) Belle Isle.	(g) The Transvaal.
(c) Garden of the Gods.	(h) Florida Keys.
(d) "The Athens of America."	(i) "The Smoky City."
(e) Pullman.	(j) Lake of the Woods.

GEOMETRY.

FIRST GRADE.

- Demonstrate:—If two angles of a triangle are equal, the two sides opposite these angles are equal and the greater side lies opposite the greater angle.
- Demonstrate:—An angle inscribed in a circle equals one-half the central angle standing upon the same arc.
- Demonstrate:—Two triangles having an angle of one equal to an angle of the other, are to each other as the products of the sides including the equal angles.
- A polygon has a diagonal 13.3 ft. long. What is the corresponding diagonal of a similar polygon 2.5 times as large?
- Show that $\frac{1}{2} \pi D^2$, πR^2 , and $\frac{1}{2} C R$ are equivalent formulae for the area of a circle.

6. Compute the altitude of an equilateral triangle in terms of the sides.
7. The ratio of the bases of a trapezoid is that of 3 to 4. In what ratio do the diagonals mutually divide each other? Prove it.
8. Two sheaves of wheat of equal length are to each other as 6.25 is to 22.25. What is the ratio of the lengths of their bands?
9. Prove that the sum of the diagonals of a quadrilateral is greater than one-half the perimeter of the quadrilateral.
10. On a given indefinite straight line as a base, construct an isosceles triangle with sides passing through two fixed points on same side of the given line, having given the angle at the base.

GRAMMAR.

FIRST AND SECOND GRADES.

1. General neatness of paper (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. Name three things to be attained by the study of technical grammar.
3. Define and give example of a substantive conjunction, a verbal adjective, a root infinitive, a reflexive verb phrase, and an anticipative subject.
4. What is meant by "the sequence of tenses?" Give some sentence to illustrate the careless use of subordinate tenses.
5. Explain difference in use of the infinitives in these two sentences:
 (a) I want my pupils to be respectful.
 (b) I make my pupils go.
6. (a) Give another term used for past tense; (b) for past perfect tense; (c) for pronominal adjective; (d) for indirect object; (e) for possessive case.
7. How would you dispose of the italicized words in the following:
 (a) *Crack* went the whip.
 (b) The man lives *just* around the corner.
 (c) They *whiled* the hours away.
 (d) The horse ran away, *breaking* the wagon.
 (e) They saw the enemy *advance*.
8. Write not less than 150, nor more than 250 words, on one of the following subjects: (30 credits.)
 Proper Observance of the 4th of July.
 Graduating Exercises.
 The St. Louis Cyclone.
 Camping Out.
 Nature Study in the Spring.
 The Book I like Best.
 The First Day's Teaching.
 Resources of Michigan.

NOTE.—Capitalization, punctuation, paragraphing, diction, and grammatical construction, should all be *carefully* noted by the examiner in marking this question, which counts for thirty credits.

THIRD GRADE, CLASS B.

1. General neatness of paper (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. (a) Illustrate an impersonal subject; (b) a redundant verb; (c) a cardinal numeral; (d) an abstract noun; (e) personification.
3. Why are the italicized words incorrect and how would you express the thought in these sentences:—
 (a) Who is there? *Me*.
 (b) What principles *underlaid* the Constitution?
 (c) He gave a present to *we* girls.
 (d) The dress *sets* badly.
 (e) The horse you drive is one of the finest that *was* offered at the sale.
4. Give possessive plural for lady, fox, woman, sheep, ox.
5. Classify and point out the principal elements of the five clauses found in the following: "There are many persons who, though unscrupulous, are commonly good tempered and who, if not strongly incited by self-interest, are ready for the most part to think of the interest of others."
6. Analyze without diagram, "He made the boy accept all he had,—a dime."

7. "The lad was ambitious; and he soon became a favorite with his teachers, because he studied hard so that he might gain an education." Recast the above sentence, substituting a participial phrase for the first clause, a relative clause for the casual clause, and an infinitive phrase for the last clause, placing the principal clause of the *new* sentence last.
Do you ever drill your pupils in the remodeling of sentences that are inelegant, though not really incorrect?
8. Write not less than 150, nor more than 250 words, on one of the following subjects: (30 credits.)
 Proper Observance of the 4th of July.
 Graduating Exercises.
 The St. Louis Cyclone.
 Camping Out.
 Nature Study in the Spring.
 The Book I like Best.
 The First Day's Teaching.
 Resources of Michigan.

NOTE.—Capitalization, punctuation, paragraphing, diction, and grammatical construction, should all be *carefully* noted by the examiner in marking this question, which counts for thirty credits.

CLASS A.

1. General neatness of paper (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. How may the story be made an important factor in the language work of primary grades?
3. Why are the italicized words incorrect and how would you express the thought in these sentences:—
 (a) Who is there? *Me*.
 (b) What principles *underlaid* the Constitution?
 (c) He gave a present to *we* girls.
 (d) The dress *sets* badly.
 (e) The horse you drive is one of the finest that *was* offered at the sale.
4. Give possessive plural for lady, fox, woman, sheep, ox.
5. Name some of the principles of rhetoric that should be taught in connection with language lessons.
6. Analyze without diagram, "He made the boy accept all he had,—a dime."
7. Since the art of expression is the chief aim of language work, how would you deal with a child too timid to express his ideas?
8. Write not less than 150, nor more than 250 words, on one of the following subjects: (30 credits.)
 Proper Observance of the 4th of July.
 Graduating Exercises.
 The St. Louis Cyclone.
 Camping Out.
 Nature Study in the Spring.
 The Book I like Best.
 The First Day's Teaching.
 Resources of Michigan.

NOTE.—Capitalization, punctuation, paragraphing, diction, and grammatical construction, should all be *carefully* noted by the examiner in marking this question, which counts for thirty credits.

ORTHOGRAPHY.

FIRST AND SECOND GRADES.

1. (a) For what purpose are diacritical marks used?
 (b) Give four substitutes for short *i*.
2. Use all marks necessary to indicate the exact pronunciation of the following:
 cage, finger, diploma, sacerdotal, parental, sir, blood, singeing, desire, duration.
3. Write the following correctly with a suffix, and briefly give a rule or an exception for spelling each: quit, soil, blame, shoe, happy.

4. Analyze, showing prefix, suffix, and stem, giving significance of each: impartial, illegible, factory, bicycle, unrighteousness.
5. Syllabicate,—eternal, amiable, reformation, district, recommend.

NOTE.—The above questions will count for 50 per cent, and spelling of list of words 50 per cent.

THIRD GRADE, BOTH CLASSES.

1. What is the use of the dieresis? Illustrate.
2. Define and illustrate each of the following: trigraph, subvocal, diphthong, cognate letters, linguals.
3. What objections may be urged against placing purposely misspelled words before young children?
4. How should final silent *e* generally be treated when suffixes are received? Give one illustration and one exception to the rule.
5. Indicate the exact pronunciation of the following: weary, good, rural, casual, woman, tutor, merciful, farmer, obey, quarrel.

NOTE.—The above questions will count for 50 per cent, and spelling of list of words 50 per cent.

LIST OF WORDS.

ALL GRADES.

- | | | |
|-----------------------|--------------------------|------------------------|
| 1. inherent. | 10. bolsterous. | 18. apology. |
| 2. Dowagiac. | 11. Straits of Mackinac. | 19. volition. |
| 3. emphasize. | 12. generosity. | 20. temperature. |
| 4. discriminate. | 13. deception. | 21. increasing. |
| 5. appropriate. | 14. submission. | 22. strengthen. |
| 6. ennobled. | 15. Tennessee. | 23. Uncle Tom's Cabin. |
| 7. humerus, (a bone). | 16. happily. | 24. defiling. |
| 8. imagination. | 17. avenue. | 25. buying. |
| 9. procedure. | | |

PENMANSHIP.

ALL GRADES.

1. Give some of the arguments, pro and con, regarding vertical writing.
2. How can a cramped position of the fingers be best guarded against?
3. Write a note of regrets in return for some social invitation you cannot accept. (Thirty credits on answers, seventy on penmanship.)

PHYSICS.

FIRST GRADE.

1. Define latent heat and sensible heat, giving an example of each.
2. What surfaces are best for radiating heat? For absorbing it? For reflecting it?
3. Describe a violin, and give the laws of sound involved in its musical notes.
4. How is the electric light produced? Define three different units used in electrical measurements.
5. Give an illustration of the weight of air; its elasticity; its compressibility.
6. Give two properties of solids and explain.
7. Describe the mercurial barometer. What changes in the reading of the barometer would be noticed in passing from the sea-level to the top of the mountain?
8. Name in order the colors of the solar spectrum.
9. Represent and describe a lever of each of the three classes, locating the weight, fulcrum, and power.
10. How is electricity generated for practical purposes? Mention some of the recent practical illustrations of electricity.

SECOND GRADE.

1. What is the simplest illustration of a cloud that may be given a small child?
2. What surfaces are best for radiating heat? For absorbing it? For reflecting it?

3. What is specific gravity? Describe a process of determining the specific gravity of solids.
4. Suggest several pieces of apparatus to illustrate the subject of sound.
5. Describe some simple experiment by which you could show in the school room, how dew is formed.
6. Make a sketch of a common lifting pump, naming its principal parts.
7. Show how, with a stone and a watch, one may ascertain approximately the depth of a well.
8. Explain how the velocity of light is found.
9. Represent and describe a lever of each of the three classes, locating the weight, fulcrum, and power.
10. State three important facts concerning gravitation.

PHYSIOLOGY AND HYGIENE.

FIRST AND SECOND GRADES.

1. General excellence and neatness of paper to count for this number.
2. (a) What is the effect of alcoholic drinks upon the nerves? Upon the blood?
(b) Name some beverages in which alcohol is found.
3. What is the structural difference between the involuntary and the voluntary muscular tissue, and how does cardiac muscular tissue differ from other involuntary muscles?
4. Under what conditions will blood coagulate, and what are the advantages and disadvantages of coagulation?
5. Make a drawing showing a longitudinal section of a long bone. Name and describe the parts.
6. Define absorption, osmosis, assimilation, excretion, and secretion.
7. What is reflex action? From what does it emanate and what does it control?
8. Name four dangerous communicable diseases in order of their fatality in Michigan.
9. Outline the details of the method recommended by the Michigan State Board of Health for disinfection of a room by the fumes of burning sulphur, stating the quantity of sulphur required.
10. (a) What are the bad effects of the opium habit? (b) When is the use of an opiate justifiable?

THIRD GRADE, CLASS B.

1. General excellence and neatness of paper to count for this number.
2. What single measure is most important for the restriction of consumption?
3. Describe the vocal organs.
4. Why do the trainers of athletes absolutely forbid them the use of alcoholic drinks?
5. Give five rules for exercise and bathing.
6. What fluid does the portal vein carry? The lacteals? Where do the latter organs have their beginning?
7. Why should persons with weak lungs take special care of the skin?
8. What is the difference between the effects of a tonic, a stimulant, and a narcotic?
9. Explain in full how muscles are attached to bones.
10. What arrangements exist for the protection of the eye?

CLASS A.

1. General excellence and neatness of paper to count for this number.
2. What is the composition of the bones and how does it vary?
3. What is the normal temperature of the body and what should be the temperature of a school-room?
4. Why is it imprudent to exercise vigorously immediately after eating?
5. Describe the process of respiration.
6. Does alcohol relieve thirst? Explain on physiological grounds.
7. By what single measure and its repetition may small-pox be almost entirely prevented?
8. Name five organs that are lined with mucous membrane, and explain the function of this membrane.

9. What provision has nature made for stopping hemorrhage from arteries, veins, and capillaries?
10. State five important rules of hygiene that you would impress upon children.

READING.

ALL GRADES.

I.

- Land of the West! though passing brief the record of thine age,
 Thou hast a name that darkens on all history's wide page.
 Let all the blasts of fame ring out—thine shall be loudest far;
 4 Let others boast their satellites—thou hast the planet star.
 Thou hast a name whose characters of light shall ne'er depart,
 'Tis stamped upon the dullest brain and warms the coldest heart;
 A war-cry fit for any land where Freedom's to be won;
 8 Land of the West! it stands alone—it is thy Washington.

ELIZA COOK.

II.

- Ah! well do we all know the worth of intelligence, the power of knowledge,
 and the beauty and glory of wisdom. It is educated manhood that wakes up the
 sleeping soil, that covers the earth with good, that gathers in the golden harvest,
 4 that clothes the naked, that feeds the hungry. It is the cultivated mind that
 applies the strength of the ox and the fleetness of the horse; that bridges the
 river, that turns to use the flying winds, that makes the lightning its swift mes-
 senger, that makes beautiful palaces of dull clay, that rouses the dead ore to
 8 active life, that covers the sea with ships and the land with mighty engines of
 wealth. It is the developed intellect that flies through the upper air, that
 mingles with the stars, that follows the moon in her course, that overtakes the
 constellations in their orbits, that weighs the sun, that measures the distance
 12 to the polar star. It is the enlightened soul that worships God.

—Anon.

III.

- Profaneness is an awful vice! Once more I ask, whose name is it you so
 lightly use? That holy name of God! Have you ever pondered its meaning?
 Have you ever thought what it is that you mingle thus with your passion and
 4 your wit? It is the name of Him whom the angels worship, whom the Heaven
 of Heavens cannot contain. Profane young man, though habit be ever so urgent
 with you, when the word of mockery and of blasphemy is about to leap from
 your lips, think of these considerations, think of God, and instead of that wicked
 8 oath, cry out in reverent prayer—"Hallowed be thy Name."

E. H. CHAPIN.

IV.

- Soldiers from the army and navy, once soldiers, but now again citizens, we
 hail you today as our benefactors and deliverers. We welcome you home from
 the fatigues of the march, the wearisome camp, and the awful ecstasy of battle.
 4 Through four terrible years you have looked without quailing on the ghastly
 visage of war. You have patiently borne the heats of summer and the frosts
 of winter. You have cheerfully exchanged the delights of home for the hard-
 ships of the campaign or blockade. Not only the armed foe, but the wasting
 8 malaria, has lurked along your resistless advance. You know the agony and the
 transport of the deadly encounter. How many times, standing each man at his
 post, in the long line of gleaming sabers and bayonets, every hand clinched and
 every eye distended, you have caught the peal of your leader's clarion, and
 12 sprung through the iron storm to the embrace of victory! But all that has
 passed away. The mangled forests are putting on an unwonted verdure, the
 fields once blackened by the fiery breath of war are now covered with their soft-
 est bloom, and the vessels of commerce are riding on all the national waters.

REV. J. M. MANNING.

SCHOOL LAW.

ALL GRADES.

1. About how much primary school money is apportioned each year to every pupil of school age? From what sources is this fund obtained?
2. What is required of the county commissioner before he receives an order for his salary?
3. Who are legal voters at school meetings?
4. Give briefly the legal method of changing from a primary school district to a graded district.
5. The law specifies seven ways by which a district office may become vacant. Mention four of them.

THEORY AND ART.

ALL GRADES.

1. What is the danger of the "self-reporting" system? According to White, under what single condition is it safe to attempt it?
2. In what three school studies may current topics be taught with special profit?
3. Mention four proper incentives to study.
4. (a) Name some of the causes of listlessness on the part of pupils.
(b) What provision is made for the subjects of language and grammar in the State Manual and Course of Study?
5. Mention some of the practical advantages already accruing from the Child Study movement.

NOTE 1.—Part of the questions on this topic during the year 1895-6 are taken from White's "School Management," one of the books adopted by the State Teachers' Reading Circle.

NOTE 2.—Copies of the State Manual and Course of Study may be had on application to the Superintendent of Public Instruction.

UNITED STATES HISTORY.

FIRST AND SECOND GRADES.

1. (a) Name five important events in our history occurring in the first quarter of the seventeenth century. (b) Five within the last decade.
2. When and by whom was the first colony ever planted in America? Why did it attract so little attention?
3. For what cause did each of these American orators plead: Patrick Henry, Wendell Phillips, Daniel Webster, John C. Calhoun, John B. Gough?
4. Which one of the thirteen colonies was so situated geographically as to be most important both in a commercial and a military sense? Explain why.
5. From what nation has the United States recently received money due on a long standing claim?
6. What were the opposing views of Hamilton and Jefferson regarding the payment of State war debts and the treatment of the French revolutionists?
7. Why does Fiske call 1748 the "half-way station" in American history?
8. Name the author of the following works, telling what phase of life each represents: Evangeline, Snow-Bound, the Biglow Papers, Leather Stocking Tales, Knickerbocker's History of New York.
9. What treaty concluded the War of the Spanish Succession, and why is it regarded as such an important one?
10. Make a definite statement regarding any five of the following:
 - The Cathode Rays.
 - The Electrical Exposition.
 - The Chicago Convention.
 - The Modern Curfew Ordinance.
 - The American Filibusters.
 - The St. Louis Convention.
 - President Cleveland and the Appropriation Bills.
 - The Presidential Nominees of at least three parties.
 - The Celebration of July 11, at Detroit.
 - Harriet Beecher Stowe.
 - James B. Angell.
 - Yale Crew at Henley.

THIRD GRADE, CLASS B.

1. General neatness and excellence of paper to count for this number.
2. Quote accurately any five consecutive lines from any one of the following selections:
 - "Warren's Address to His Troops."
 - "The Star Spangled Banner."
 - "Battle Hymn of the Republic."
 - "Building of the Ship."
 - "Paul Revere's Ride."
 - "Nathan Hale."
3. State the cause and result of the war with Mexico.
4. Name at least one important event in each of the following administrations: Jefferson's, Jackson's, Monroe's, Lincoln's, Johnson's.
(Examiners should mark carefully as to the relative importance of the events cited.)
5. Name the colleges of colonial times, stating which owed its existence to the patronage of the English government.
6. No one was killed on either side in the bombardment of Fort Sumpter. Why, then, was the engagement considered so important?
7. Name four ex-governors of Michigan buried within the past two years. Which one is to be commemorated by a statue at Lansing?
8. Name some county in Michigan named after each of the following: an Indian tribe, a president of the United States, a great geologist, a noted southern statesman, a former governor of our State.
9. In what important respect did the colonies of New York and Delaware differ from either the New England colonies or Virginia?
10. Make a definite statement regarding any five of the following:
 - The Cathode Rays.
 - The Electrical Exposition.
 - The Chicago Convention.
 - The Modern Curfew Ordinance.
 - The American Filibusters.
 - The St. Louis Convention.
 - President Cleveland and the Appropriation Bills.
 - The Presidential Nominees of at least three parties.
 - The Celebration of July 11, at Detroit.
 - Harriet Beecher Stowe.
 - James B. Angell.
 - Yale Crew at Henley.

CLASS A.

1. General neatness and excellence of paper to count for this number.
2. What are some of the mistakes made in teaching history?
3. Where was the "Charter Oak," and why so-called?
4. During whose administration was the number of stars in our flag increased to forty-four? What State was then represented, and how many stars are there now?
5. Name the colleges of colonial times, stating which owed its existence to the patronage of the English government.
6. Who was the military hero of the Pilgrims, and what poem commemorates him?
7. Name four ex-Governors of Michigan buried within the past two years. Which one is to be commemorated by a statue at Lansing?
8. Name some county in Michigan named after each of the following: an Indian tribe, a president of the United States, a great geologist, a noted southern statesman, a former Governor of our State.
9. Give the author of each of these sayings:
 - (a) "With malice toward none, with charity for all."
 - (b) "In the name of the Great Jehovah and the Continental Congress."
 - (c) "Now God be praised, I die happy!"

10. Make a definite statement regarding any five of the following:

The Cathode Rays.
 The Electrical Exposition.
 The Chicago Convention.
 The Modern Curfew Ordinance.
 The American Filibusters.
 President Cleveland and the Appropriation Bills.
 The Presidential Nominees of at least three parties.
 The Celebration of July 11, at Detroit.
 Harriet Beecher Stowe.
 James B. Angell.
 Yale Crew at Henley.

VI. QUESTIONS PREPARED BY THE SUPERINTENDENT OF PUBLIC
 INSTRUCTION FOR THE REGULAR EXAMINATION,
 OCTOBER, 1896.

ALGEBRA.

ALL GRADES.

1. Neatness and general excellence to count for this number.
2. What benefits are to be derived from the study of algebra?
3. (a) $(\frac{1}{2}x^2 - ax - \frac{1}{2}a^2) (\frac{1}{2}x^2 + \frac{1}{2}x - \frac{1}{2}) = (?)$.
 (b) $(\frac{1}{2}a^3 - \frac{1}{2}a^2x + \frac{1}{2}ax^2 - 27x^3) \div (\frac{1}{2}a - 3x) = (?)$.
4. Factor $x^4 - y^4$, $a^3 - y^3$, $3x^2 + 14xy + 15y^2$, and $2bd - a^2 - c^2 + b^2 + d^2 + 2ac$.
5.
$$\left. \begin{array}{l} x - y = 5 \\ \frac{x}{4} - \frac{y}{5} = 2 \end{array} \right\} \text{Solve for } x \text{ and } y.$$
6. If I loan a sum of money for 6 per cent, the interest for a certain time exceeds the loan by \$100; but, if I loan it for 8 per cent, for a fourth of the time, the loan exceeds its interest by \$425. How much do I loan?
7. When do you change the signs by removing the parenthesis? Why?
8. If 5 be added to both terms of a fraction, its value is $\frac{1}{2}$; and if 3 be subtracted from both terms, its value is $\frac{1}{4}$. Required the fraction.
9. A and B can perform a certain task in 30 days, working together. After 12 days, however, B was called off and A finished it in 24 days. How long would it take each to do the work alone?
10. A crew can row a miles in b hours down stream, and c miles in d hours up stream. Find the rate in miles of the current, and of the crew in still water.

ARITHMETIC.

SECOND GRADE.

NOTE.—These questions should be marked on the scale of 50 credits, and the examiner should test the applicant in mental arithmetic for the remaining 50 credits.

1. (a) When should written arithmetic be taken up by the average pupil and how long should it be pursued? (b) What work should precede and what should follow it in the course?
2. (a) What is meant by least common multiple? (b) How may it be obtained?
 (c) In what operations in arithmetic is it most used?
3. I have \$2,000 on interest at 6 per cent; what sum must I invest in 8 per cent school bonds, selling at 98, to yield the same annual income?
4. A lumberman owns 23,040 acres of timbered land in the form of a square. How much will he have to pay a surveyor to lay it out into quarter section lots, if he has to pay \$1.25 for every mile run?

5. March 4, 1896, I gave my note for \$440, payable in nine months from date, with interest at 6 per cent. The following indorsements are made upon this note: July 1, 1896, \$5; September 12, 1896, \$110. How much will be due on the note at its maturity?

THIRD GRADE, CLASS B.

1. (a) What is cancellation? (b) Upon what principle does it depend? (c) In what operations is it most used?
2. What is the per cent of difference between a ratio of 15 to 1 and the ratio of 16 to 1?
3. I invest \$6,680 in city 6's, at $10\frac{1}{2}$ per cent premium. How many dollars of the bonds do I get, and what rate of interest do I receive upon my investment?
4. A lumberman owns 23,040 acres of timbered land in the form of a square. How many miles around it?
5. A and B are two cities in the Central Time belt. At A the local time is 17 minutes slower than standard time. At B local time is 28 minutes faster than standard time. If A is $94^{\circ} 15'$ W. longitude, what is the longitude of B?

CLASS A.

1. Why should much stress be laid upon number work and the fundamental operations?
2. The distance from Lansing to Detroit is 85 miles. At \$1 a piece for posts and 7c a pound for wire, what will the posts and wire for a telephone line cost, if the posts are set 50 yards apart and a pound of wire stretches 50 feet?
3. In the summer of 1896 I built two houses which sold for \$2,100 each. On one I gained $16\frac{2}{3}\%$, and on the other I lost $12\frac{1}{2}\%$. Find the net gain or loss per cent.
4. Put the following into bill form, and find the amount at \$16 per M; 26 boards, 18 ft. long, 16 inches wide; 20 two-inch plank, 16 ft. long, 9 in. wide; 28 scantling, 18 ft. long, 4 in. by 3 in.; 25 posts, 10 feet long, 12 in. by 12 in.
5. A and B are two cities in the Central Time belt. At A the local time is 17 minutes slower than standard time. At B local time is 28 minutes faster than standard time. If A is $94^{\circ} 15'$ W. longitude, what is the longitude of B?

MENTAL ARITHMETIC.

ALL GRADES.

NOTE.—A member of the Board will examine candidates, either singly or in classes of five or ten, testing attentive power, quickness to grasp the salient features of a problem, accuracy and rapidity of work, clearness of explanation, and simplicity of analysis.

1. Read rapidly 76, 65000065, 70.070, $8001.4006\frac{1}{2}$, $\frac{84}{2\frac{1}{2}}$, $\frac{.15}{.6}$, DCXLII, MCDXCIV, LXIX, VCXVI.
2. Reduce to least common denominator $\frac{1}{2}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, and $\frac{3}{5}$.
3. $\frac{1}{2} + \frac{1}{3} = (?)$; $\frac{2}{3} + \frac{2}{3} = (?)$; $\frac{1}{2} + \frac{1}{4} = (?)$; $22\frac{1}{2} + 10\frac{1}{2} + \frac{1}{2} = (?)$.
4. $2\frac{3}{4} - 1\frac{1}{4} = (?)$; $25\frac{3}{4} - 15\frac{3}{4} = (?)$; $5 \times 7\frac{1}{2} = (?)$; $1\frac{1}{2} \times \frac{1}{4} \times \frac{1}{2} = (?)$.
5. How many feet in a mile; cubic inches in a bushel; grains in an ounce, avoirdupois weight; sheets in a ream of paper?
6. How many grains of silver in a standard dollar, a trade dollar, a Mexican dollar? How many grains of gold in a gold dollar; how many grains of alloy?
7. How many common brick in a cubic foot of brick wall laid in mortar? How many in a cubic foot piled?
8. If $\frac{1}{2}$ bu. of peaches sells for $\frac{1}{2}$ dollar, what will $5\frac{1}{2}$ bushels sell for?
9. If a farmer receives \$4 for 10 bbl. of apples, how many at the same rate must he sell to receive \$560?
10. If by selling cloth at 35c a yard a merchant loses 30%, what did the cloth cost him per yard?
11. What principal will amount to \$460 in 3 years at 5 per cent?
12. In what time will \$240 amount to \$324 at 7 per cent?
13. 2 is what per cent of 5? 5 is what per cent of 2? 10 per cent of 9 is what per cent of 18? $\frac{1}{2}$ per cent of 4 is what per cent of $\frac{1}{2}$.

14. A can build a wall in 5 days; B can build it in 6 days. How long will it take both working together?
15. A and B working together can do a piece of work in 4 days; B can do the same work in 6 days. How long will it take A to do it alone?
16. How many water pipes 2 in. in diameter will discharge as much water as one pipe 8 in. in diameter?
17. If a lead ball 3 in. in circumference weighs 125 oz., what is the circumference of a lead ball weighing 1,000 oz.?
18. At \$16 per M how many feet of lumber may be bought for \$12?
19. Find a mean ratio between 25 and 36.
20. A train traveling at the rate of 45 miles an hour, is observed to pass a certain point completely in 9 seconds; find the length of the train.

BOTANY.

SECOND GRADE.

1. Neatness and general excellence to count for this number.
2. What is the relation of botany to biology? To zoölogy?
3. Name the parts of a perfect flower; of a complete flower.
4. Define and give examples of monoecious and dioecious plants.
5. Is wheat an annual or a biennial? Give reasons for answer.
6. Show in what way the yeast plant is of value to the baker and the distiller.
7. Distinguish by drawings and word descriptions the difference between determinate and indeterminate inflorescence.
8. Define and give examples of phenogam, cryptogam, and gymnosperm.
- 9 and 10. The examiner will furnish each applicant with fruits from at least two plants, requiring a written description and comparison. (Beans and corn, apples and peaches, or maple and basswood, will be easy to obtain.)

CIVIL GOVERNMENT.

SECOND GRADE.

1. General excellence and neatness of paper to count for this number.
2. What does the Declaration of Independence declare primary rights to be?
3. What does the Constitution of the United States say are the purposes of government?
4. Name the qualifications for a member of the national house of representatives as to age, citizenship, and residence.
5. Is the loyalty of the soldier in time of war more necessary than that of the citizen in time of peace? Give reason for your answer.
6. What is meant by Civil Service Reform? What advantages are there in the system?
7. Which political party in Michigan will be given first place in the printing of the official ballot used in the election of November 3? How is this question decided?
8. Give the names of the several candidates for governor in the present political campaign.
9. What is the legal rate of interest in this state? How does this rate compare with former rates?
10. What is meant by reciprocity; free trade; 16 to 1?

THIRD GRADE, CLASS B.

1. General excellence and neatness of paper to count for this number.
2. How does a township caucus differ from a town meeting with respect to persons voting? With respect to purpose?
3. What is the meaning of the stripes in the flag? What is the meaning of the stars and how many are there?
4. What is the true object of a political party? What is the perverted object of a political party?
5. From what source does the State legislature derive its authority to enact laws?
6. How long must an alien reside in Michigan before he can vote for a legislative candidate? How long before he can be considered a full citizen?

7. What right do we who pay the taxes claim from the American government?
8. Trace a dollar from the time it leaves the farmer's hand as taxes till it reaches the teacher as salary?
9. Gives the names of two candidates for congress in the district where you reside. Which one believes in the free coinage of silver?
10. In political affairs what is meant by fusion; joint ballot; free coinage?

THIRD GRADE, CLASS A.

1. General excellence and neatness of paper to count for this number.
2. How does a township caucus differ from a town meeting with respect to persons voting? With respect to purpose?
3. What is the meaning of the stripes in the flag? What is the meaning of the stars and how many are there?
4. How many sections have you in your township? How numbered?
5. What may patriotic women do for their government without voting or entering the army?
6. What judgment can the senate declare against a convicted president?
7. What right do we who pay the taxes claim from the American government?
8. Trace a dollar from the time it leaves the farmer's hand as taxes till it reaches the teacher as salary?
9. How are candidates for county offices nominated?
10. Define elector, citizen, plurality.

GENERAL HISTORY.

SECOND GRADE.

1. Give characteristics of the two leading races of ancient Greece, and name their rival cities.
2. Give a short history of the "Grand Old Man," touching on both public and private life.
3. Give the prominent names of men and places connected with the invention of printing.
4. How was Japan first opened to trade with this country?
5. Contrast the character of Henry the VIII of England in youth with that of his adult years.
6. Give a character sketch of President Krüger of the Transvaal.
7. Mention some infamous act committed by each of the following:—Elizabeth, Napoleon, Catherine de Medici, Nero, Brutus. (Twenty credits.)
8. What were some of the numerous reforms inaugurated by Peter the Great?
9. Locate these names in history:—Trafalgar, Alaric, Hannibal, Tours-Poitiers, Naseby.

GEOGRAPHY.

SECOND GRADE.

1. What mountain system in the eastern part of the United States? Name five of the ranges which belong to this system.
2. Why is the air warmest near the surface of the earth?
3. What three great river valleys of South America constitute the great central plain of the continent? What names are applied respectively to the plains of these three valleys?
4. Mention two natural causes that have contributed to the growth of London.
5. Mention three great seas of the eastern continent in about the latitude of Lake Erie.
6. (a) Mention the capitals of Japan, Egypt, Turkey, France, Russia. (b) What title is applied to the ruler of each of these countries?
7. Locate our State institutions, giving the name of the county and city in which each is located.
8. Of what commercial value to Japan would the Nicaraguan canal be?
9. What causes the sun in this latitude to appear to sink low in the south in the winter and mount high toward the north in the summer?

10. Name three trans-continental railroads of North America, giving western terminus of each.

THIRD GRADE, CLASS B.

1. General excellence and neatness of paper to count for this number.
2. Name five occupations, giving the section of the United States best adapted to each, with reasons for your answers.
3. Compare North America with South America as to size, cities, climate, and agriculture.
4. Name five straits of Europe and tell what waters they connect.
5. Tell what you can of the education, government, and religion of China.
6. (a) How does the Nile differ from every other large river? (b) Why is there very little rain in Egypt?
7. Compare the river systems of Australia with those of South America.
8. (a) What are isotherms? (b) Mention the effect of elevation on climate.
9. Give in order the five largest cities in Michigan and the name of the county in which each is located.
10. Where in the United States is the region of the greatest rainfall?

THIRD GRADE, CLASS A.

1. General excellence and neatness of paper to count for this number.
2. Name five occupations, giving the section of the United States best adapted to each, with reasons for your answers.
3. Nearly every plant that grows between the equator and the Arctic circle can be grown in Mexico. Explain.
4. Describe a volcano and the material which is thrown out.
5. Draw a map of your county, locating the cities, villages, and townships.
6. (a) How does the Nile differ from every other large river? (b) Why is there very little rain in Egypt?
7. Locate the Sahara, and tell why it is rainless.
8. (a) What are isotherms? (b) Mention the effect of elevation on climate.
9. Give in order the five largest cities in Michigan and the name of the county in which each is located.
10. Define prairie, llanos, pampas, steppes, silvas.

GRAMMAR.

SECOND GRADE.

1. General neatness (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
2. (a) When does a common noun become proper? Illustrate.
(b) When does *as* become a relative?
3. Define and give signs of the various modes applied to verbs.
4. Give plurals of the following: analysis, datum, brother-in-law, locus, tableau, vertebra, bandit, index, die, genius.
5. Parse infinitives in the following:
"To attempt to work upon the vulgar with fine sense, is like attempting to hew blocks of marble with a razor."
6. (a) Explain what is meant by "concord of tenses," and give some sentence to show a violation of it.
(b) Give five common errors in language and then state correctly, giving reasons for the change.
7. A wasp met a bee that was just buzzing by,
And he said, "Dear cousin, can you tell me why
You are loved so much better by people than I?"
(a) From the first line of above stanza select an irregular verb, a verb of progressive form, and an adverb.
(b) From the second line select a verb whose object complement is a substantive clause, and point out subject and verb of that object clause.
(c) In third line give syntax of *loved*, *so*, *than*, *I*.

8. Write not less than 150, nor more than 250, words on one of the following subjects:

Vacation Pleasures.	Value of Memorial Day.
The Nation's Heroes.	My Favorite Author.
The Political Campaign.	The Woods in Autumn.
(30 credits).	

THIRD GRADE, CLASS B.

- General neatness (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
- Write a sentence which shall contain a collective noun, a defective verb, and an infinitive phrase.
- Give sentences containing adverbs of time, place, negation, and interrogation respectively.
- (a) How are sentences classified with regard to form?
(b) With regard to use?
- Criticise the following:
 - Whom do men say that I am?
 - John ought to have went.
 - I expected to have found him at home.
 - It was not me who took it.
 - I do not know who she went with.
- Analyze or diagram:
"The use of a good dictionary should be insisted upon in the preparation of such lessons as are learned from books."
- Illustrate the various uses of *but*.
- Write not less than 150, nor more than 250, words on one of the following subjects:

Vacation Pleasures.	Value of Memorial Day.
The Nation's Heroes.	My Favorite Author.
The Political Campaign.	The Woods in Autumn.
(30 credits).	

CLASS A.

- General neatness (arrangement of headings and subheadings, separation and classification of answers) will count for this number.
- What is the test of correctness in the use of language?
- Give sentences containing adverbs of time, place, negation, and interrogation respectively.
- (a) How are sentences classified with regard to form?
(b) With regard to use?
- Criticise the following:
 - Whom do men say that I am?
 - John ought to have went.
 - I expected to have found him at home.
 - It was not me who took it.
 - I do not know who she went with.
- Write three quotations of good literary value, naming authors of each.
- What is a subordinate expression and how does it differ from a co-ordinate expression? Illustrate by sentences.
- Write not less than 150, nor more than 250, words on one of the following subjects:

Vacation Pleasures.	Value of Memorial Day.
The Nation's Heroes.	My Favorite Author.
The Political Campaign.	The Woods in Autumn.
(30 credits).	

ORTHOGRAPHY.

ALL GRADES.

- Define orthography, vowel, articulation, aspirate, dieresis.
- What advantage is derived from a knowledge of prefixes and suffixes?
- Use the following correctly in sentences: cite, site, sight; fane, fain, feign; vane, vein, vain; rays, raze, raise.

4. "Ye are threatened in the fields and groves."
 - (a) What letters in the above are liquids?
 - (b) What are subvocals?
 - (c) How does a digraph differ from a diphthong, and which does the above quotation contain?
5. Syllabicate, accent, and mark diacritically: orthoepy, herbs, formidable, attorney, Tuesday, facade, executive, decade, canine, suffice.

NOTE.—The above questions count 50 per cent, and the list of words 50 per cent.

LIST OF WORDS.

- | | | |
|-----------------|----------------|----------------|
| 1. refusing. | 10. Dowagiac. | 18. Himalaya. |
| 2. destruction. | 11. appetite. | 19. covetous. |
| 3. Keweenaw. | 12. concept. | 20. glimpse. |
| 4. attendance. | 13. admission. | 21. plumage. |
| 5. virtual. | 14. barometer. | 22. curiosity. |
| 6. majority. | 15. reliance. | 23. czar. |
| 7. mutiny. | 16. effectual. | 24. business. |
| 8. palate. | 17. designed. | 25. height. |
| 9. exigency. | | |

PENMANSHIP.

ALL GRADES.

1. (a) What are the qualities of good penmanship?
- (b) Which is the most essential quality and which is the hardest to acquire?
(Forty credits on answers, sixty on penmanship.)

PHYSICS.

SECOND GRADE.

1. Describe an experiment illustrating the porosity of a metal.
2. How would you show by a simple experiment that water exerts a pressure in every direction?
3. A current of electricity is passed through a coil of insulated wire around a bar of steel; around a bar of soft iron. What is the effect in each case?
4. Mention three conditions of vibrating strings that affect the number of vibrations.
5. Describe some simple experiment by which you could show in the school room how dew is formed.
6. What is the relative velocity of sound as transmitted in gas, solids, or liquids?
7. (a) Give an example from nature of capillary attraction? (b) Of adhesion?
8. Name the different kinds of lenses.
9. In a system of two moveable pulleys with a continuous cord, the power is 100 pounds. Required the load?
10. (a) What is meant by a dynamo? (b) By voltage?

PHYSIOLOGY.

SECOND GRADE.

1. Neatness and general excellence to count for this number.
2. Compare ligaments and tendons as to use and texture.
3. (a) What is the result of repetition, or systematic practice, in physical exercises? (b) Will the same principal apply to moral and intellectual education?
4. (a) What effect upon the coagulation of the blood does alcohol have? (b) Does this effect the success of a surgical operation? If so, why?
5. What are the physiological properties of a cell?
6. What effect has alcohol upon the pepsin of the gastric juice?
7. What is the cause of change of voice in a boy?
8. (a) Of what tissues is the heart composed? (b) How is it nourished? (c) Name its divisions.

9. (a) How may small-pox be prevented? (b) What precautions should be taken that a person having the disease may not give it to others?
10. Give antidotes and remedies for some of the various poisons.

THIRD GRADE, CLASS B.

1. Neatness and general excellence to count for this number.
2. How are muscles attached to the bones?
3. (a) Of what tissues is the heart composed? (b) How is it nourished?
4. Why is exercise usually attended with greater activity of the excretory organs?
5. The skin is sometimes called "the third lung." What two functions does it exercise to make it merit this name?
6. What is the distinction between the effects of a tonic and a stimulant?
7. Describe some simple experiments with alcohol, and state what physiological truths they illustrate.
8. (a) What is generally the effect of a warm bath? Of a cold bath? (b) Why is sea-bathing stimulating?
9. Of what does the cerebro-spinal system of nerves consist, and over what class of muscles does the system principally preside?
10. What can you say of scarlet fever, with reference to its fatality, cause, and prevention?

CLASS A.

1. Neatness and general excellence to count for this number.
2. How are muscles attached to the bones?
3. (a) When does the body best endure labor? (b) What is fatigue and what is rest.
4. Why is exercise usually attended with greater activity of the excretory organs.
5. Why should the clothing worn during the day be removed at night?
6. Why should clothing be suspended from the shoulders instead of from the waist?
7. State the essential difference between the dermis and the epidermis as to structure and functions.
8. (a) What is generally the effect of a warm bath? Of a cold bath? (b) Why is sea-bathing stimulating?
9. What measures may be taken by persons of weak lungs and narrow chests to strengthen their lungs and expand their chests?
10. Which causes more deaths in Michigan, consumption or small-pox? Account for this difference.

READING.

ALL GRADES.

I.

- Be we men
And suffer such dishonor? Men, and wash not
The stain away in blood? Such shames are common!
4. I have known deeper wrongs. I, that speak to ye,
I had a brother once, a gracious boy,
Full of gentleness, of calmest hope,
Of sweet and quiet joy; there was the look
 8. Of heaven upon his face, which limners give
To the beloved disciple.

- How I loved
That gracious boy! Younger by fifteen years,
Brother at once and son! He left my side,
4. A summer bloom on his fair cheek, a smile
Parting his innocent lips. In one short hour
That pretty harmless boy was slain! I saw
The corse, the mangled corse, and then I cried

8. For vengeance! Rouse ye, Romans! Rouse ye, slaves!
 Have ye brave sons? Look in the next fierce brawl
 To see them die! Have ye fair daughters? Look
 To see them live, torn from your arms, distained,
 12. Dishonored; and, if ye dare call for justice,
 Be answered by the lash!

—Miss Mitford.

II.

- "We all do fade as a leaf." Change is the essence of life.
 "Passing away" is written on all things; and passing away
 is passing on from strength to strength, from glory to glory.
 4. Spring has its growth, summer its fruitage, and autumn its festive
 in-gathering. The spring of eager preparation waxes into the sum-
 mer of noble work; mellowing, in its turn, into the serene autumn,
 the golden-brown haze of October, when the soul may robe itself
 8. in jubilant drapery, awaiting the welcome command, "Come up
 higher," where mortality shall be swallowed up in life.
 —Gail Hamilton.

III.

- The true hero is the great, wise man of duty,—he whose soul
 is armed by truth and supported by the smile of God; he who
 meets life's perils with a cautious, but tranquil spirit, gathers
 4. strength by facing its storms, and dies, if he is called to die,
 as a Christian victor at the post of duty. And, if we must have
 heroes and wars wherein to make them, there is none so brilliant
 as a war with wrong,—no hero so fit to be sung as he who hath
 8. gained the bloodless victory of truth and mercy.
 —Horace Bushnell.

SCHOOL LAW.

ALL GRADES.

1. When does the law require the school census to be taken? Should persons twenty years of age be included?
2. Under the provisions of the compulsory school law, what penalty may be inflicted on parents who refuse to send their children to school?
3. What is the maximum limit to the amount of money that can be raised for the purchase of apparatus and of repairs to the school house?
4. What officer appears in behalf of the district in suits brought for or against the same?
5. What is done with the surplus of the dog tax fund?

THEORY AND ART.

ALL GRADES.

1. Why should teachers become familiar with the school law?
2. True patriotism must be based upon intelligence. Show how the study of American history promotes true patriotism.
3. Name the advantages of requiring pupils exactly to memorize classic expressions of master thinkers.
4. In what way would you attempt to have school officers furnish needful school appliances, in case they are reluctant and unaccustomed to attend to such matters?
5. Name three devices used by successful teachers in securing good discipline.

UNITED STATES HISTORY.

SECOND GRADE.

1. General neatness of paper will count for this number.
2. (a) Name the five New England Colonies in existence by the middle of the 17th century.
(b) How much did King George have to do with the government of each?
(c) Which was called the "Old Colony?"
3. Mention five important events in the first decade of the 19th century.
4. Give a description of the "Trent Affair." Do you think it was settled justly or unjustly?
5. Quote accurately any two stanzas of "Star Spangled Banner," "Battle Hymn of the Republic," or "America."
6. Trace the course of Washington's army from the evacuation of New York to the battle of Trenton, and describe the condition of his troops.
7. When the French minister signed the Treaty of Paris in 1763 why did he say, "So we are gone; it will be England's turn now?"
8. Name three prominent historians, three poets, and three novelists, all of the United States, giving a characteristic work of each.
9. What distinctive policy marked the administration of President Hayes? Was it effective?
10. Make one definite statement concerning any five of the following:
 Li Hung Chang.
 New Political Parties.
 Mexico's Greatest Statesman.
 Tehuantepec Railroad.
 Alaskan Boundary Dispute.
 Present Status of the Cuban Revolution.
 Practical Uses of Prof. Roentgen's Discovery.
 Lieut. Peary.
 Gen. Dan. Sickles.
 Gens. Palmer and Buckner.

THIRD GRADE, CLASS B.

1. General neatness of paper will count for this number.
2. State some of the causes why the English were unsuccessful during the first half of the French and Indian War.
3. (a) Who were the tories of the revolution?
(b) What American general married a tory lady and finally proved a traitor to his country?
4. (a) What result did the British calculate to secure by Burgoyne's invasion?
(b) How did it result?
5. Quote accurately any two stanzas of "Star Spangled Banner," "Battle Hymn of the Republic," or "America."
6. For what are the following women noted in our history: Anne Hutchinson, Pocahontas, Mrs. Dustin, Priscilla Alden, Frances E. Willard?
7. (a) What parts of the present country of Mexico did Gens. Scott and Taylor respectively invade during the Mexican War?
(b) What was the special object of each expedition and what was accomplished?
8. State a historic event in connection with each of the following places: Hampton Roads, Guadalupe-Hidalgo, Harper's Ferry, Port Hudson, Stony Point.
9. Name three leading political parties of today, with two leaders of each.
10. Make one definite statement concerning any five of the following:
 Li Hung Chang.
 New Political Parties.
 Mexico's Greatest Statesman.
 Tehuantepec Railroad.
 Alaskan Boundary Dispute.
 Present Status of the Cuban Revolution.
 Practical Uses of Prof. Roentgen's Discovery.
 Lieut. Peary.
 Gen. Dan. Sickles.
 Gens. Palmer and Buckner.

CLASS A.

1. General neatness of paper will count for this number.
2. In what way did the settlers of Virginia obtain wives?
3. (a) Who were the tories of the revolution?
(b) What American general married a tory lady and finally proved a traitor to his country?
4. (a) What result did the British calculate to secure by Burgoyne's invasion?
(b) How did it result?
5. What did the "Son's of Liberty" pledge themselves to do?
6. For what are the following women noted in our history: Anne Hutchinson, Pocahontas, Mrs. Dustin, Priscilla Alden, Frances E. Willard?
7. Mention some of the modes of punishment for violation of law which were used in colonial times and since abolished.
8. What lessons did the Quakers teach Massachusetts?
9. Name three leading political parties of today, with two leaders of each.
10. Make one definite statement concerning any five of the following:
 - Li Hung Chang.
 - New Political Parties.
 - Mexico's Greatest Statesman.
 - Tehuantepec Railroad.
 - Alaskan Boundary Dispute.
 - Present Status of the Cuban Revolution.
 - Practical Uses of Prof. Roentgen's Discovery.
 - Lieut. Peary.
 - Gen. Dan. Sickles.
 - Gens. Palmer and Buckner.

DECISIONS

OF THE

SUPREME COURT AND ATTORNEY GENERAL

OF MICHIGAN

ON MATTERS OF

EDUCATIONAL INTEREST.

DECISIONS OF SUPREME COURT AND ATTORNEY GENERAL.

STATE OF MICHIGAN,
ATTORNEY GENERAL'S OFFICE,
Lansing, Mich., May 25, 1896.

The Board of State Auditors, Lansing, Mich.:

GENTLEMEN—In answer to communication from your Board of date the 30th ult., enclosing vouchers of the State Superintendent of Public Instruction, and stating, "The Board of State Auditors respectfully request your opinion as to whether they are required by law to pay enclosed vouchers Nos. 3349 and 3350," would say, that upon examination of the vouchers enclosed by you, I find that the items are for expenses incurred by the State Superintendent of Public Instruction while engaged in "visiting schools," attending "educational rallies," "teachers' institutes," etc.

The Constitution, Art. XIII, Sec. 1, provides: "The Superintendent of Public Instruction shall have the general supervision of public instruction, and his duties shall be prescribed by law."

Howell's Statutes, 5026, defines the duties of the State Superintendent of Public Instruction as follows: "That the State Superintendent of Public Instruction shall have general supervision of public instruction and of all State institutions other than the University, that are essentially educational in their character, and it shall be his duty, among other things, to visit the University," etc. Under these sections the State Superintendent of Public Instruction has general supervision of public instruction, and any visits made by him in the interests of education are authorized by law.

The visits made, the expenses of which he now wishes paid, were in the interests of education—in the line of his duty as State Superintendent of Public Instruction; and he is entitled to have his expenses, incurred in making the same, paid by the State under and by the general rule of law that "Public officers acting pursuant to authority are entitled to be reimbursed for anything reasonably and necessarily disbursed by them in executing the duties of their offices," notwithstanding the fact that there is no statutory provision regulating the matter of disbursements. When, by law, a public officer is required to do certain acts by direct implication, means are afforded by which those duties may be performed. It is absolutely certain that a State would not expect a State officer bound by law to do certain acts involving a large outlay of money, to spend it out of his own pocket.

The sole question that remains to be considered is this: Are the items of expense charged for in and about visiting teachers' institutes, to be treated differently? That is to say, must the Superintendent of Public Instruction depend, for his cash disbursements, on the fund that may be in the institute which he attends? I think that an examination of the statute relative to the conducting of these institutes will be sufficient to establish the proposition that such Superintendent need not rely upon this fund. Howell's Statutes, Sec. 5189, provides that the Superintendent shall arrange time and place of holding institutes and give due notice; for the creation of an institute fee to be paid by the teachers of each county,

which is paid to the county treasurer, and is known as an institute fund, to be used for the support of teachers' institutes. And in Sec. 5191, Howell's Statutes, these words are found: "For the purpose of defraying the expense of rooms, fires, lights, or other necessary charges, or for procuring teachers and lecturers, the said Superintendent or the person duly authorized by him to conduct the institute, may demand of the county clerk of each county for the benefit of which the institute is held, such a sum as shall not exceed the amount of the institute fund in the county treasury as may be necessary to defray the expenses of such institute."

It is provided in Sec. 5193, Howell's Statutes, that "the Superintendent of Public Instruction or conductor of the Institute by him appointed, drawing money from the county treasury at the close of each institute, shall furnish to the county treasurer vouchers for all payments from the same in accordance with this act, and he shall return to the county treasurer whatever of the amount that may remain unexpended, to be placed in the institute fund."

It is thus seen that the expense of these county institutes are paid from the institute fund in the hands of the county treasurer. The Superintendent of Public Instruction, when he conducts the institute, has charge of the institute fund and is authorized to use it for the purpose of defraying the expense of rooms, fires, lights, procuring teachers and lecturers, or other necessary charges; and in case of a deficiency, resource may be had to the State treasury, but only to the extent of sixty dollars.

The sole question in the case is this, as to the proper construction of the words "The Superintendent of Public Instruction is authorized to use the institute fund for the purpose of defraying the expense of rooms, fires, lights, or other necessary charges, and for procuring teachers and lecturers." Is he to depend upon this fund to reimburse him for his cash disbursements? Or is he, as the constitutional and legal officer of the State, vested with a general supervisory control of the entire educational system of the State, of which these institutes are an important feature, to be relieved from this method, which one can readily see would lead to many complications, and look directly to the State, of which he is a representative, to reimburse him for his expenses.

In my opinion, there is no difficulty about it. The State Superintendent either is or is not entitled to be reimbursed for his cash disbursements in the performance of his necessary duties. These institutes are a part of that work. It is his bounden duty to attend them and see how they are conducted, and aid and assist in making them a success. The pride and glory of our State is our public schools. They must be maintained, and there is no doubt but their usefulness has been greatly increased by these teachers' institutes.

Our present State Superintendent of Public Instruction, with but a pittance of a salary, has, by his indomitable exertions and splendid ability, during his years of service done very much toward increasing the usefulness of our public schools. In my opinion, there is no question whatever that, under the Constitution and laws of this State, he is entitled to be reimbursed for the money actually expended by him in attending these institutes. In my opinion, the only question that is to be determined by the Board of State Auditors, in considering the claim made by the Superintendent of Public Instruction, is this,—were the expenses charged for actually incurred in the performance of his duties as Superintendent of Public Instruction, and were the expenses so incurred reasonably necessary? If the Board so find, the bill should be allowed.

Yours respectfully,

FRED A. MAYNARD,

Attorney General.

II. FRACTIONAL SCHOOL DISTRICT NO. 1, PAW PAW AND ANTWERP
TOWNSHIPS, PLAINTIFF AND APPELLANT, vs. CHARLES E.
YERRINGTON, DEFENDANT AND APPELLEE.

The plaintiff, a school district, brought an action against the father of a non-resident infant pupil for tuition, and appeals from an adverse verdict, directed by the circuit judge, upon the ground that it had "failed to prove that the defendant had any legal or sufficient notice that such tuition should be charged."

Counsel for the defendant contends that the direction to find a verdict was warranted, not only by the reason given, but by other reasons, viz.:

1st. That the defendant was not shown to be a non-resident of the district.

2d. That a resolution declaring rates of tuition had not been legally passed and recorded by the school board.

3d. That the defendant had no notice of the adoption of such resolution.

4th. That no agreement to pay such tuition was shown.

5th. That the remedy was by expulsion of the pupil and not by action.

The record shows that a resolution was passed and recorded fixing rates of tuition for non-resident pupils. As the brief does not point out wherein this resolution or record was defective, we have no occasion to discuss it.

There was testimony showing that the defendant was a non-resident of the school district.

There is no evidence that notice of the existence of the resolution fixing rates of tuition was given to the defendant.

The defendant's daughter attended school during the school years of 1893 and 1894, during which period she lived in the family of a Mrs. Koons. She was brought there by a Mr. Mosier who was shown to be "county agent." A week later the defendant came and made arrangement that she was to live there and attend school, he to furnish her with clothes and pay her expenses aside from her board, which, under arrangement made between Mosier and Mrs. Koons, she was to work for.

Apparently this is a case where a child living in one district is sent to another to "board and go to school."

In *Thompson vs. School District*, 25 Mich. 483, the court held that "before any action could be maintained for tuition of the defendant's child, the district board must have fixed the rate of tuition for non-resident pupils by resolution duly recorded."

There is nothing in the case that warrants the assertion that it was there held necessary to notify the defendant of the adoption or existence of the resolution, or that tuition would be charged. There is in this case, however, evidence that the defendant was notified twice by mail, that tuition was due, and two or three dollars was paid upon it. This was paid to the board by Mr. Titus. It does not appear why he paid it. We think it was unnecessary that notice of the adoption of the resolution or of an intention to charge tuition, should be given. Every citizen should know that non-resident pupils have no right to share the school privileges with resident children, except by virtue of action taken by the board under the statute; and, until the board has taken such action and fixed the rates of tuition, the non-resident pupil has no right to attend. When such pupil does attend, the proper action having been taken by the board, there is no reason for denying compensation to the district, which the defendant impliedly promised to pay when he sent his daughter to the plaintiff's school. The adoption of the resolution and its proper record removed any disability of the district to sue, which might otherwise have existed.

We think there is no force in the claim that its only remedy was by expulsion of the pupil.

The judgment is reversed and a new trial ordered.

FRANK A. HOOKER.

C. B. GRANT.

CHAS. D. LONG.

R. M. MONTGOMERY.

J. B. MOORE.

(66 N. W., 324.)

III. WILL R. BRYAN vs. FRACTIONAL SCHOOL DISTRICT NO. 1 OF THE TOWNSHIPS OF SHELBY AND STERLING.

(Supreme Court of Michigan, Dec. 10, 1896.)

Plaintiff sued to recover his salary as a teacher, under a written contract made with the district board of the defendant district by which he engaged to teach for a term of ten months, commencing September 3, 1894, at a salary of eighty dollars per month. Plaintiff taught seven months under this contract and was paid his salary for this time. He was then discharged and, after waiting the expiration of the ten months, he brought this suit to recover the salary of the remaining three months.

Among the defenses urged by defendant was one that plaintiff was not a qualified teacher in Macomb county. The plaintiff opened up this subject in his main case; and, at the conclusion of his testimony, without requiring the defendant to enter upon its other claimed defense, the learned circuit judge directed a verdict for the defendant.

The undisputed testimony showed that plaintiff had no teacher's certificate issued by the commissioner of schools of Macomb county; but it appeared that, prior to August 2, 1888, plaintiff was examined by the county board of school examiners of Lenawee county and was granted a second grade certificate, good for two years and expiring August 2, 1890. It appeared that after this he submitted to no public examination as required by law, but that, on the 6th of August, 1891, he applied to the several members of the board of school examiners of Lenawee county and received what was called a first grade certificate, which on its face certified that he, plaintiff, was deemed qualified to teach in any school district in the State for three years from date. It also appeared that at no time has the plaintiff taken an examination upon all the subjects as to which an examination was required to entitle an applicant to a first grade certificate. It appeared that subsequently this certificate, issued August 6, 1891, was sent to E. A. Wilson, who, at the date of its issue, was secretary of the board of examiners of Lenawee county, but had, in the meantime, retired from office and removed from the county, and was so changed by him as to make it expire four years from date instead of three, as it was first written. The certificate as thus changed was filed with the school commissioner of Macomb county.

Numerous questions are discussed in the brief of appellant which we deem it unnecessary to consider at length, for the case must turn upon two questions,—first, whether the plaintiff had a valid certificate in force during the term covered by the contract with the district, and second, if it be determined that he had not, whether this is a defense to his action for damages.

We have no hesitancy in saying that the certificate actually filed with the commissioner of schools of Macomb county was invalid. It was made to cover the period fixed by this contract by an unauthorized change made by the former secretary of Lenawee county after retiring from his office. Not only is this true, but, when it is suggested that the term for which the board was authorized to grant a first grade certificate under the law in force in 1891 was four years, the answer is that the board did not in fact grant a certificate for that period, and when it is attempted to amend the certificate, it transpires that no such examination was had as justified the issue of a certificate at all. (People vs. Howlett, 94 Mich. 165.)

We need not determine the question whether, if the certificate had been in force for four years, it would have been competent to impeach the document by showing that there had been no such public examination as the law requires. It is enough for the purposes of this case to say that a purported certificate can be shown to have been signed by one not in office under circumstances where, if there was an absence of good faith, the transaction would amount to a forgery. In saying this we do not wish to reflect upon Mr. Wilson, the secretary who signed the certificate, as we have no doubt that he may have acted in perfect good faith, although without authority.

How. Stat., Sec. 5065, provides that no contract with any person not holding a legal certificate of qualification then authorizing such person to teach, shall be valid. The question here presented is not at all analagous to that before the court in *Crane vs. School District*, 61 Mich. 299, or in *Holloway vs. School District*, 62 Mich. 158,

where the question related to the informality in the execution of the contract. But the alleged contract in this case, was, under the facts as they existed, prohibited by law, and cannot be made the basis of a recovery. See *Goose River Bank vs. School Township*, 44 N. W. Rep. 1002; *Hosmer vs. School District*, 50 N. W. Rep. 1035.

The judgment will be affirmed.

R. M. MONTGOMERY.
CHAS. D. LONG.
C. B. GRANT.
FRANK A. HOOKER.
J. B. MOORE.

IV. JONES vs. SCHOOL DISTRICT NO. 3 OF IOSCO.

SCHOOL DISTRICTS—ACTS OF DIRECTOR—RATIFICATION.

A school district having authorized the purchase of desks for a new schoolhouse, the director gave an order for them signed by himself alone. When the desks arrived, they were taken to the schoolhouse by the director and moderator, who, together with the assessor, placed them in the schoolroom. The bills for freight and hauling were paid by the assessor upon orders signed by the moderator, and the desks were used by the district for fifteen months without complaint. *Held*, that the acts of the moderator and assessor, and the acquiescence in the use of the furniture, operated as a ratification of the purchase, binding upon the district.

Error to circuit court, Livingston county; Stearns F. Smith, judge.

Action by Geo. W. Jones against school district No. 3 of Iosco, Livingston county, Michigan. There was judgment for defendant, and plaintiff appeals. Reversed.

Wm. B. Gildart for appellant. Louis E. Howlett for appellee.

MOORE, J.—The plaintiff sued the defendant to recover \$97 and interest on a claim assigned to him by the Adjustable School Seat Manufacturing Co. The case was tried by a jury, who rendered a verdict for the defendant. The plaintiff appeals.

The record shows that in 1892 the defendant erected a new schoolhouse. The old schoolhouse stood upon the same lot. The winter term of the school commenced about November 18, and was held in the old schoolhouse until the first of January, 1893, from which time it was held in the new schoolhouse. At a special meeting of the district, held about the middle of November, a resolution was passed "to seat the schoolhouse and pay for it in two equal, annual installments." The meeting gave no directions as to who should buy the furniture. The school board at this time consisted of Mr. Abbott, director; Mr. Caskey, moderator; and Mr. Miller, assessor. November 22, 1892, the director and the agent of the manufacturing company visited the homes of the assessor and moderator, to have them join the director in an order for the seats. They found neither the assessor nor moderator at home. Mr. Miller had corresponded with the agent before this, but the record is silent as to the nature of the correspondence. The director had been getting prices and seeing agents of different manufacturing companies before this. Not finding the other members of the board, the director gave the agent a written order for the seats—the amount of the order being \$194, payable \$97 on or before January 1, 1894, and \$97 February 1, 1895—signing the order as director. The seats were shipped in knockdown form to Fowlerville, and were drawn from there by the director and moderator in the latter part of December, 1892, and early in January, 1893. The director and moderator were assisted in putting the furniture into the schoolhouse by the assessor. The director, with the help of these men, set the seats up in the schoolhouse, where they remained and were used by the school district during all its sessions, and were in use when this case was tried in the circuit court, December 28, 1895. Mr. Caskey, the moderator, was paid \$2 upon a written order, for helping to draw the seats from the station. The freight bills and expenses of setting up the seats in the schoolhouse were paid by the assessor, upon a written order drawn and signed by the director, and countersigned by the

moderator. At the annual meeting in September, 1893, the director made report to the district, showing the amount of money he had paid for freight, the amount of money he had paid for putting the seats in, and also of the agreement he had made with the manufacturing company. The records show that the report was adopted, though it was claimed by the district that the part of the report which referred to the agreement with the company was excepted from the report as adopted. It is also claimed that at this meeting it was voted that "the school board should enter into no contracts, give no bonds or notes, or pay any money to the school seat company." This resolution does not appear in the minutes of the meeting. The minutes show that, at the annual meeting of 1894, it was "moved and supported that the minutes of the annual meeting of 1893 stand unapproved. Carried." The record does not show any other action taken at the school meetings. No action was taken to rescind this contract by any of the school officers, either acting as a board or as individual officers, until April 19, 1894, when the following paper was served on Mr. Abbott: "Iosco, School District No. 3, April 19, 1894. M. M. Abbott, director—You are hereby requested and directed to cause to be carefully removed, stored, and cared for, the seats now in the schoolhouse of the above named district, said seats having been ordered of the Adjustable School Seat Manufacturing Co., of Marcellus, without authority of this board, and contrary to the resolution of the district qualified voters authorizing this board to act in the matter, as we decline to ratify the so-called purchase, or pay for said seats. We will be pleased to consult with you as to temporary benches, etc., required until this matter can be adjusted. (Signed) B. W. Harford, moderator; A. F. Ward, assessor,—majority of school board." And on the same day they mailed the following notice: "Iosco School District No. 3, Gregory Postoffice, Mich., April 19, 1894. Adjustable School Seat Manufacturing Co., Marcellus, Mich. Gentlemen—Your attention is respectfully called to the within copy of a notice this day served on M. M. Abbott, director of this district. (Signed) A. F. Ward, Assessor; B. W. Harford, moderator,—majority of school board." The furniture was not removed, and the district continued to use it. They did not pay for it, and this suit was brought.

Upon the trial the facts were made to appear as stated herein. The plaintiff asked the judge to direct a verdict in favor of the plaintiff. He declined to do that, but instructed the jury that the director had no authority to make the contract he did, and that the "plaintiff was not entitled to recover at all, unless it is by virtue of the defendant's having received the goods and used them, raising an implied acceptance." He charged the jury at length upon the question of ratification. It will not be necessary to pass upon all the assignment of error, nor will it be necessary to determine whether a director, by virtue of his office, has authority to buy this furniture. It has been held that, "it is well settled—at least in this country—that where a person is employed for a corporation by one assuming to act in its behalf, and goes on and renders the services according to the agreement, with the knowledge of its officers and without notice that the contract is not recognized as valid and binding, such corporation will be held to have sanctioned and ratified the contract. Having availed itself of the services and received the benefits, it is bound, in conscience, to pay, and will not be heard to say that the original agreement was not made by a person legally authorized to contract." *Fister vs. LaRue*, 15 Barb. 323. In *Crane vs. School District No. 6*, 61 Mich. 305, 28 N. W. 105, the plaintiff brought suit to recover pay for the full term of service contracted for—20 weeks. He was discharged after teaching 10 weeks, and after having been paid \$80 upon orders. The contract was not signed by the assessor, and the defendant offered to show that there was no resolution of record authorizing the making of this contract; that there was no consultation of the three officers, or any two of them, at any time, in relation to the hiring of the plaintiff; that they were not together when the contract was signed, and that there was no corporate action in relation to the execution of the contract or the hiring of the plaintiff. The court excluded the offered evidence, upon which ruling error was assigned. Justice Morse, in the opinion affirming the case, said: "When it was admitted, without any dispute, that the plaintiff taught under this contract for ten weeks, with the sanction and consent of the officers, and that orders were drawn by the proper officers for his pay as such teacher, and cashed by the assessor, who did not sign the contract, without any objection, it became entirely immaterial what the book of record showed or whether there was any corporate action in hiring him or authorizing the contract. The defendant must be held not only estopped by the action of his officers from questioning the validity of the contract, but treated as having

fully ratified and confirmed it. School district officers cannot be permitted by the law to enter into a written contract with a teacher, none of them denying its validity for ten weeks, or half the term, but recognizing it by making payments upon it, in which payments all join, and then, after the teacher, in the utmost good faith and reliance upon the contract, has taught that length of time, discharge him without cause, and plead in bar of his payment, under the contract that they never met and consulted, nor took corporate action in hiring him, nor made any record in a book of the execution of the contract. It appears very clearly in the case that a majority of the school board assented to this contract in the first place, as evidenced by their executing it. It was afterwards ratified by all three of them. It was not necessary that there should be a direct proceeding, with an express intent to ratify. 'It may be done indirectly and by acts of recognition or acquiescence, or acts inconsistent with repudiation or disapproval.'—*Scott vs. Methodist Church*, 50 Mich. 532, 15 N. W. 891. It was not necessary that these three officers should formally meet together, pass a resolution confirming the contract and record it, in order to ratify the action of the moderator and director in hiring the plaintiff and executing the contract sued upon. Their acts, in drawing and paying the orders without any demur or protest, were a sufficient recognition and approval of the contract." The decision in that case ought to control this one. The district had authorized the purchase of these seats. The director gave the order for them. They were drawn from the railroad station by the director and moderator. They were set up and put in the schoolhouse by all three of the officers. The expense of setting them up, the freight bills, and the expense of bringing them from the railroad station, were paid, all three of the officers having knowledge of the fact and participating in the payment. The school district used the furniture for fifteen months before any intimation was given to the assignor of the plaintiff of any purpose to rescind the contract. It is difficult to conceive of a stronger case of ratification and estoppel. The trial judge should have directed a verdict in favor of the plaintiff, as requested. The judgment is reversed and new trial ordered. The other justices concurred. (68 N. W. 222.)

REPORTS

FROM

STATE AND INCORPORATED

EDUCATIONAL INSTITUTIONS

OF

MICHIGAN

UNIVERSITY OF MICHIGAN.

REPORT OF PRESIDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction*:

SIR—I beg to present to you the following concise report of the work of the University of Michigan for the academic year 1895-6:

At the beginning of the year the Department of Engineering was organized. The work had formerly been included in that of the Department of Literature, Science, and the Arts. As instruction was given in civil, mining, mechanical, and electrical engineering, and the students numbered over three hundred, it was deemed best for administrative reasons to establish the separate Engineering Department. The University has now therefore seven Departments; namely, (1) Literature, Science, and the Arts, (2) Engineering, (3) Medicine and Surgery, (4) Law, (5) Pharmacy, (6) Homeopathic Medicine, (7) Dentistry.

The students continue to increase in number year after year, both those from Michigan and also those from abroad. The attendance was larger last year than ever before, and larger than that of any American University save one, Harvard. It was as follows by Departments:

Department of Literature, Science, and the Arts.....	1,205
Department of Engineering.....	331
Department of Medicine and Surgery.....	456
Department of Law.....	675
Department of Pharmacy.....	83
Homeopathic Medical College.....	27
College of Dental Surgery.....	189
	<hr/>
	2,966
Deduct for names counted twice.....	44
	<hr/>
	2,922

SUMMER SCHOOLS OF 1895.

Total in the School.....	187	
Deduct for the names counted in other Departments.....	90	97
	<hr/>	<hr/>
		8,019

The number of women in attendance was 601, of whom 513 were in the Literary Department. The number of persons graduating was 751. Never before have so many graduated in one year from this or from any other American University. The persons engaged in teaching number 170.

So far as our resources will permit, we are endeavoring to develop and strengthen the Graduate School. The needs of society call for experts in every department of intellectual activity, and the graduate work is specially intended to furnish them. Unless we can do a fair amount of this work, we must fall behind the other prominent universities.

The Summer School has been continued both in the Literary and Law Departments. In the former Department 205 students were enrolled this last summer; in the latter 26. This Summer School is carried on without any expense to the State. A large proportion of the students are teachers, who thus supply some defects in their education and fit themselves better for their duties in the schools.

The Department of Medicine and Surgery has about as many students as it can accommodate. Having a four years' laborious course, it is now striving rather to raise its standard of work than to increase its numbers.

The extension of the Law Course to three years has been so heartily welcomed that no doubt can remain of the wisdom of the step. For the coming year the senior class will of course be small; but the classes below that are large enough.

Arrangements are made by which students can somewhat abridge the time required to complete first the Literary Course, and afterwards either the Medical or the Law Course.

The School of Pharmacy, which has so long been one of the most conspicuous for its thoroughness, has established a course leading to the degree of Bachelor of Science. It is especially designed for those who are intending to become teachers in schools of pharmacy.

The Homeopathic Medical College has been suffering somewhat from the controversies in the profession about it; but its prospects for the future seem brighter. It has a harmonious and able Faculty, and if it can be allowed to pursue the even tenor of its way, will undoubtedly regain its former numbers.

The Dental College continues to have about as many students as it can accommodate, and is doing an excellent work, which is recognized both in this country and in Europe.

Our libraries have been rapidly increasing. The total number of volumes is as follows: 105,047 volumes, 17,509 pamphlets, and 1,197 maps. The additions during the University year 1895-6 were 6,340 volumes, 268 pamphlets, and 46 maps.

A good deal of work has been done in re-arranging the collection in our Scientific Museum. We are aiming to make them teach as much as possible to the visitors and the students. We much desire to make a complete collection of the natural history of Michigan.

Our gymnasium has been of great service in preserving the health of our students. Private generosity has enabled us to put up the walls of a gymnasium for the women students, but we have not funds enough in hand to complete the building.

A very important step has been taken in the appointment of Dr. Eliza M. Mosher as Professor of Hygiene and Women's Dean. She will have entire charge of the women's gymnasium when it is completed.

A good deal has been done in improving the campus by grading, making paths, planting flowers, etc.

Our Treasurer's report will show that we have kept our expenditures within our receipts, though this has been done by denying ourselves many things which may fairly be called necessities.

For the names of the members of the Faculty, description of courses of study, etc., reference is made to the Annual Calendar.

Yours respectfully,

JAMES B. ANGELL.

TREASURER'S REPORT.

To the Finance Committee, Board of Regents, University of Michigan,

GENTLEMEN: Herewith I submit my annual report for the year ending June 30, 1896.

RECEIPTS.

Balance in the Treasury July 1, 1895.....	\$5,914 95	
From State Treasurer, Acct. Special Appropriations....	6,000 00	
From State Treasurer, Acct. Current Expenses.....	210,989 97	
From Miscellaneous Sources and Earnings	180,842 60	\$408,697 52

DISBURSEMENTS.

Special Fund Accounts.....	\$9,639 16	
General Fund Accounts.....	372,264 65	
Balance in treasury June 30, 1896.....	21,793 71	\$408,697 52

GENERAL FUND.

RECEIPTS TO THE GENERAL FUND.

From Balance July 1, 1895.....		\$12,095 40
" State Treasurer, Account 1-6 Mill Tax.....	\$188,833 32	
" " University Interest.....	22,606 65	
" Interest on Deposits.....	3,942 87	
" Sale of Dental Supplies.....	6,122 25	
" Miscellaneous Sources.....	1,094 58	
" General Library—duplicate books sold.....	7 33	
" Rent of Gymnasium.....	100 00	
" University Hospital.....	10,125 90	
" Homœopathic Hospital	1,557 66	\$233,890 56

From Students' fees and deposits as follows:

Medical Department.....	\$18,080 00
Literary Department	41,945 00
Law Department	30,785 00
Dental Department	7,850 00
Homeopathic Department.....	1,025 00
Pharmacy Department	3,805 00
Engineering Department	10,960 00
Chemical Laboratory	12,170 00
Mechanical Laboratory	1,570 00
Hygienic Laboratory	3,045 00

DEPARTMENT OF PUBLIC INSTRUCTION.

Physiological Laboratory	\$108 00	
Botanical Laboratory	450 00	
Pathological Laboratory	885 00	
Zoölogical Laboratory	860 00	
Electrical Engineering	503 00	
Electrotherapeutics	1,104 00	
Practical Antamony	1,935 00	
Histological Laboratory	1,075 00	
Medical Demonstration	4,230 00	
Gymnasium Lockers	2,362 00	
Drawing Boards	222 00	
Key Deposits	303 00	
General Chemistry	1 01	
Practical Pharmacology	110 00	
Diplomas	7,800 00	
Summer School	4,709 00	
Students' fees received, total.....	\$157,892 01	\$157,892 01
" " refunded	6,650 17	
Net.....	\$151,242 84	
		\$403,877 97

DISBURSEMENTS FROM THE GENERAL FUND.

To General Pay Roll.....	\$137,814 41	\$137,814 41
" Medical Department, Pay Roll.....	35,236 50	35,236 50
" " Books		1,424 20
" " Miscellaneous		449 90
" Law " Pay Roll	27,537 50	27,537 50
" " Books		949 42
" " Miscellaneous		596 48
" Pharmacy " Pay Roll.....	18,321 00	18,321 00
" " Miscellaneous		9,136 49
" Dental College, Pay Roll.....	11,350 00	11,350 00
" " Books		143 97
" " Miscellaneous		4,590 43
" Engineering Department, Pay Roll.....	23,374 65	23,374 65
" " Miscellaneous		16 00
" University Hospital, Pay Roll.....	6,228 48	6,228 48
" " Miscellaneous		8,880 78
" Homeopathic Hospital, Pay Roll.....	1,390 71	1,390 71
" " Miscellaneous		3,036 91
Amount of Pay Rolls.....	\$261,253 25	
" Contingent Account.....		\$6,621 02
" Repairs		12,131 55
" Fuel and Lights.....		19,450 24
" General Library, Books.....		7,656 98
" " Miscellaneous Expenses.....		723 16
" Homeopathic College, Books.....		184 38
" Postage		2,239 79
" Printing and Advertising.....		2,628 96
" Museum		484 56
" Botanical Laboratory		910 95
" Histological Laboratory.....		858 72
" Hygienic Laboratory.....		1,483 17
" Mechanical Laboratory.....		1,163 73
" Pathological Laboratory.....		431 57
" Physiological Laboratory.....		146 59
" Electrical Engineering Laboratory		889 37
" Anatomical Laboratory.....		2,659 89

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To Materia Medica Laboratory.....		\$375 50	
“ Zoölogical Laboratory.....		476 24	
“ Philosophy		1 00	
“ Women’s Gymnasium.....		37 64	
“ Theory and Practice of Medicine.....		221 11	
“ Psychology		403 46	
“ Geology		65 55	
“ Ophthalmology		6 25	
“ Morphology		378 60	
“ Civil Engineering.....		507 90	
“ Observatory		350 82	
“ Greek		175 00	
“ Medical Demonstration.....		174 84	
“ Electrotherapeutices		245 19	
“ Nervous Diseases.....		134 08	
“ Dermatology		36 99	
“ English		8 50	
“ Diseases of Women and Children.....		87 60	
“ Homeopathic College		178 50	
“ Gymnasium		457 10	
“ “ Rent Refunded.....		100 00	
“ Latin Department.....		205 24	
“ Summer School		4,327 73	
“ Horse and Cart Expenses.....		102 63	
“ Insurance		70 00	
“ Water Supply		1,396 39	
“ Carpenter Shop Supplies.....		415 75	
“ School Inspection.....		368 89	
“ Students’ Fees Refunded.....		6,650 17	
“ Commencement Expenses.....		574 19	
“ Mining Engineering		4 67	
“ Book Bindery		1,416 16	
“ Athletic Grounds		600 00	
“ Diplomas		1,092 25	
“ Oriental Languages		26 25	
			\$372,264 65
Loan to Special Funds.....	\$9,819 61		
Balance in treasury June 30, 1896.....	21,793 71		31,613 32
			\$403,877 97

SPECIAL FUND ACCOUNTS.

HOMEOPATHIC MEDICAL COLLEGE.

Receipts.

From State Treasurer.....	\$6,000 00	
Balance Overdrawn June 30, 1896.....	9,821 56	\$15,821 56

Disbursements.

Balance overdrawn July 1, 1895.....	\$6,273 51	
Paid Salaries to Professors and Employés.....	9,450 00	
“ Vouchers for Expenses.....	98 05	\$15,821 56

PHYSICAL LABORATORY.

Receipts.

Balance in treasury July 1, 1895.....	\$7 06	\$7 06
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Disbursements.

Paid vouchers for expenses.....	\$7 06	\$7 06
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DEPARTMENT OF PUBLIC INSTRUCTION.

CIVIL ENGINEERING.

Receipts.

Balance in treasury July 1, 1895.....	\$9 10	\$9 10
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Disbursements.

Paid vouchers for expenses.....	\$7 15	
Balance in treasury June 30, 1896.....	1 95	\$9 10

EQUIPMENT OF ENGINEERING LABORATORY.

Receipts.

Balance in treasury July 1, 1895.....	\$76 90	\$76 90
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Disbursements.

Paid vouchers for expense.....	\$76 90	\$76 90
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RECAPITULATION.

Balances in Special Funds.

Civil engineering	\$1 95	
Loan from general fund.....	9,819 61	\$9,821 56

Overdrawn.

Homeopathic Medical College.....		9,821 56
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GIFTS AND TRUST FUNDS.

Under this head are included gifts and other funds which the Regents have received from time to time from benefactors for general purposes, and to which list during the year have been added:

The Ford-Messer fund.....	\$5,000 00	
Music hall fund, establishment of.....	1,000 00	
Establishing American school at Rome fund.....	125 00	
“ Parke-Davis scholarship fund.....	500 00	
“ Stearns pharmacy fellowship fund.....	300 00	
“ '96 class memorial fund.....	217 00	
“ Phillips scholarships fund.....	45 98	
Contributions to the '94 class scholarship fund.....	230 78	
“ women's gymnasium fund.....	9,379 19	
		\$16,797 90

PHILO PARSONS FUND.

Receipts.

Balance in treasury July 1, 1895.....	\$85 52	
Interest	3 51	\$89 03

Disbursements.

Balance in treasury June 30, 1896.....	\$89 03	\$89 03
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MARY JANE PORTER FUND.

Receipts.

Balance in treasury July 1, 1895.....	\$683 06	
Interest	28 17	\$711 23

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Disbursements.

Balance in treasury June 30, 1896.....	\$711 28	\$711 28
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GOETHE FUND.

Receipts.

Balance in treasury July 1, 1895.....	\$261 95	
Interest	10 51	\$272 46

Disbursements.

Paid vouchers.....	\$6 78	
Balance in treasury June 30, 1896.....	265 68	\$272 46

ELISHA JONES CLASSICAL FELLOWSHIP.

Receipts.

Balance in treasury July 1, 1895.....	\$3 35	
Interest	96	
From Mrs. Elisha Jones.....	500 00	\$504 31

Disbursements.

Paid vouchers	\$500 00	
Balance in treasury June 30, 1896.....	4 31	\$504 31

CONTINGENT.

Receipts.

Balance in treasury July 1, 1895.....	\$3,064 37	
Interest	124 57	\$3,188 94

Disbursements.

Balance in treasury June 30, 1896.....	\$3,188 94	\$3,188 94
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WOMEN'S GYMNASIUM.

Receipts.

Balance in treasury July 1, 1895.....	\$2,741 88	
Interest	224 53	
Gifts	9,379 19	\$12,345 60

Disbursements.

Paid vouchers.....	\$11,169 31	
Balance in treasury June 30, 1896.....	1,176 29	\$12,345 60

WATERMAN GYMNASIUM.

Receipts.

From earnings.....	\$100 00	
Balance overdrawn June 30 1896.....	20 75	\$120 75

Disbursements.

Balance overdrawn July 1, 1895.....	\$120 75	\$120 75
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DEPARTMENT OF PUBLIC INSTRUCTION.

COYL COLLECTION.

Receipts.

Balance in treasury July 1, 1895.....	\$10,286 01	
Interest	256 82	\$10,542 83

Disbursements.

Paid vouchers	\$126 02	
Balance in treasury June 30, 1896.....	10,416 81	\$10,542 83

BUHL LAW LIBRARY.

Receipts.

Balance in treasury July 1, 1895.....	\$10,229 48	
Interest	415 29	\$10,644 77

Disbursements.

Balance in treasury June 30, 1896.....	\$10,644 77	\$10,644 77
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SETH HARRISON SCHOLARSHIP FUND.

Receipts.

Balance in treasury July 1, 1895.....	\$25,218 89	
Interest	789 23	\$26,008 12

Disbursements.

Paid vouchers.....	\$1,010 50	
Balance in treasury June 30, 1896.....	24,992 62	\$26,008 12

CLASS OF NINETY-FOUR SCHOLARSHIP FUND.

Receipts.

Balance in treasury July 1, 1895.....	\$195 10	
Subscriptions paid.....	230 78	
Interest	9 93	\$435 81

Disbursements.

Balance in treasury June 30, 1896.....	\$435 81	\$435 81
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FORD-MESSER FUND.

Receipts.

Balance in treasury July 1, 1895.....	\$5,000 00	
From the administrator of the estate of Corydon L. Ford— on account of bequest.....	5,000 00	
Interest	167 99	\$10,167 99

Disbursements.

Paid vouchers.....	\$1 50	
Balance in treasury June 30, 1896.....	10,166 49	\$10,167 99

THE PHILLIPS SCHOLARSHIP FUND.

Receipts.

From the estate of Henry Phillips.....	\$45 93	
Interest	94	\$46 87

EDUCATIONAL INSTITUTIONS.

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Disbursements.

Balance in treasury June 30, 1896.....	\$46 87	\$46 87
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AMERICAN SCHOOL AT ROME.

Receipts.

From donations.....	\$125 00	\$125 00
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Disbursements.

Paid vouchers.....	\$125 00	\$125 00
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MUSIC HALL FUND.

Receipts.

From donations.....	\$1,000 00	
Interest	4 16	\$1,004 16

Disbursements.

Balance in treasury June 30, 1896.....	\$1,004 16	\$1,004 16
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NINETY-SIX CLASS MEMORIAL.

Receipts.

From donations.....	\$217 00	
Balance overdrawn June 30, 1896.....	35 11	\$252 11

Disbursements.

Paid vouchers.....	\$252 11	\$252 11
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HOMEOPATHIC HOSPITAL FREE BED.

Receipts.

Donations	\$61 19	
Interest	82	\$62 01

Disbursements.

Paid vouchers.....	\$62 01	\$62 01
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PARKE-DAVIS FUND.

Receipts.

Donation	\$500 00	
Interest	9 25	\$509 25

Disbursements.

Paid vouchers.....	\$500 00	
Balance in treasury June 30, 1896.....	9 25	\$509 25

STEARNS PHARMACY FELLOWSHIP FUND.

Receipts.

Donations	\$800 00	\$800 00
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Disbursements.

Paid vouchers.....	\$800 00	\$800 00
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Respectfully,

H. SOULE.

STATE NORMAL SCHOOL.

REPORT OF PRINCIPAL.

HON. H. R. PATTENGILL, *Superintendent of Public Instruction*:

DEAR SIR: The following brief statement will indicate the general organization and character of the work attempted in this school.

The year 1895-6, which this report covers, was a prosperous one in many ways. The attendance increased over that of all former years except one, (1891-2), and passed by more than a hundred above the average for the last ten years.

The proportion of high school graduates very greatly increased. Of the 985 students enrolled during the year, 650, or two-thirds, were received into the school at time of entrance, upon diploma.

Of the total number also, 272 belonged to the senior class. Fifty-seven of these were men, and two hundred fifteen, women. Twenty post-graduates were enrolled, and six college graduates. Of the 272 seniors, 247 completed the course during the year. Of these, 119 or about one-half, finished on the life certificate course; and 131 as high school graduates. The class was a large one, the largest in the history of the school, and left an excellent record. More than half of them were already employed when school closed in June; and a majority of the others before September.

THE DEMAND FOR TEACHERS.

Within a month after the opening of school in September, 1895, a dozen teachers had been called for, and furnished by the Normal School; and between the holidays and the first of February, twenty more had found places. The really successful teachers who have taken time for their preparation and have proved their efficiency before a class, have no difficulty in finding employment. Occasionally one finds no opening. Inexperience often stands in the way. Teachers sometimes have prepared to do some particular kind of teaching for which there comes no immediate call. Frequently applicants decline to go to distant parts of the State, whence the calls chance to come. It may be said that no really capable, resourceful teacher ever remains long without a place. Of this class there are really more positions than there are candidates.

APPROVED SCHOOLS.

"High schools whose course of instruction covers four years, preceded by not less than eight years of elementary study, and which have at least two teachers giving their entire time to secondary instruction and the extent of whose equipments and the quality of whose work is satisfactory, may be approved by the Board of Education, upon recommendation of the Normal School Council." On the present list there are 130 schools; 94 are accepted from the University, and 36 added upon examination and approval of the Normal School faculty and the State Board of Education. Following is the list:—

LIST OF APPROVED SCHOOLS.

Adrian.	Grass Lake.	Nashville.
Albion.	Greenville.	Negaunee.
Allegan.	Hancock.	Niles.
Almont.	Hastings.	Norway.
Armada.	Hillsdale.	Northville.
Alpena.	Holly.	Orchard Lake.
Ann Arbor.	Houghton.	Oscoda.
Ann Arbor, St. Thomas.	Howell.	Ovid.
Battle Creek.	Hudson, east side.	Owosso.
Bay City.	Hudson, west side.	Oxford.
Belding.	Ionia.	Paw Paw.
Benton Harbor.	Iron Mountain.	Petoskey.
Benton Harbor Col'ge.	Ironwood.	Plainwell.
Big Rapids.	Ishpeming.	Pontiac.
Birmingham.	Ithaca.	Port Huron.
Bronson.	Jackson, west side.	Portland.
Buchanan.	Jackson, east side.	Quincy.
Cadillac.	Jonesville.	Raisin Valley Seminary.
Calumet.	Kalamazoo.	Reed City.
Carson City.	Kal. Female Seminary.	Republic.
Cassopolis.	Lake Linden.	Romeo.
Champion.	Lansing.	Saginaw, east side.
Chelsea.	Lapeer.	Saginaw, west side.
Charlotte.	Lowell.	St. Clair.
Coldwater.	Ludington.	St. Johns.
Constantine.	Manchester.	Sault Ste. Marie.
Corunna.	Manistee.	Schoolcraft.
Dearborn.	Manistique.	Shelby.
Decatur.	Marine City.	South Haven.
Detroit.	Marcellus.	Sturgis.
Detroit School for Boys.	Marquette.	Tecumseh.
Dexter.	Marshall.	Three Rivers.
Dowagiac.	Mason.	Traverse City.
Dundee.	Menominee.	Union City.
Eaton Rapids.	Midland.	Utica.
Elk Rapids.	Monroe.	Vassar.
Escanaba.	Mt. Pleasant.	Vicksburg.
Evart.	Milan.	West Bay City.
Fenton.	Morenci.	Whitehall.
Flint.	Mt. Clemens.	Williamston.
Galesburg.	Muskegon.	Wyandotte.
Grand Haven.	Newaygo.	Ypsilanti.
Grand Rapids.		

THE TRAINING SCHOOL.

The head of the training school is an assistant in the department of pedagogy. The work in this school stands for nearly one-fourth of the whole prescribed professional training.

Once a week an illustrative lesson is given by some member of the training school faculty. It is conducted upon a plan previously submitted, revised, and approved. Both the critic and practice teachers of this and adjacent grades are present to observe and report upon the lesson and recitation. Subsequently, a free and friendly, but close criticism of the exercise, is opened to all the observers.

Once a week the supervisor of instruction meets the critic teachers to confer concerning the kind and distribution of subject matter of the elementary course, the assignment of work for practice teachers, standards and principles of criticism, and the conditions of helpful observation. Once a week also, sometimes twice, the Supervisor meets the entire body of practice teachers for general suggestion and instruction.

Two days each week the practice teachers of each grade meet their critic teachers for conference touching class and observation work. One evening each week is set apart for private and personal work by each critic teacher with her subordinates.

During the semester each student teacher receives assignment to two grades in succession, and in each room has charge for a longer or shorter time, of each class. For the most part each student's preferences are consulted as to the departments in which training is to be taken. Primary teachers do their teaching wholly or chiefly in the lower grades; grammar teachers in the upper grades. Teachers preparing for high school positions do a part of their practice in the higher elementary classes also.

For the year the distribution of student teachers has been as follows, including both semesters:

To the Kindergarten.....	14	To Seventh and Eighth Grades..	57
“ First Primary.....	28	“ Latin	13
“ Second Primary	27	“ German	7
“ Third Grade	27	“ Physical Training	6
“ Fourth Grade	26	“ Physical Laboratory	3
“ Fifth and Sixth Grades.....	56	“ Biological Laboratory	5

STATISTICS, 1895-6.

1. Enrollment for the year in Normal School—men.....	232
2. Enrollment for the year—women.....	753
3. Total Normal School enrollment for the year.....	985
4. Number received on diploma.....	650
5. Number received on examination.....	335
6. Number in senior class—men.....	57
7. Number in senior class—women.....	215
8. Total number in senior class.....	272
9. Number of post graduates.....	20
10. Number of college graduates.....	6
11. Number enrolled as preparatory students.....	115
12. Number enrolled as special students.....	24
13. Number of conservatory students.....	143
14. Conservatory students also in Normal classes.....	133
15. Number in voice department.....	62

EDUCATIONAL INSTITUTIONS.

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16. Number in piano department.....	72
17. Number in violin department.....	10
18. Number in organ department.....	7
19. Number enrolled in physical culture.....	485
20. Number of counties sending students.....	64
21. Number of counties not represented.....	20
22. Number of students attending on appointments.....	255
23. Number who have taught.....	481
24. Average time in month of teaching.....	28
25. Number present both semesters.....	785
26. Number present first semester only.....	108
27. Number present second semester only.....	62
28. Number present less than one semester.....	31
29. Enrollment in kindergarten.....	59
30. Enrollment in first grade.....	33
31. Enrollment in second grade.....	30
32. Enrollment in third grade.....	33
33. Enrollment in fourth grade.....	31
34. Enrollment in fifth grade.....	32
35. Enrollment in sixth grade.....	39
36. Enrollment in seventh grade.....	42
37. Enrollment in eighth grade.....	49
38. Total enrollment in training school.....	348

FACULTY.

RICHARD G. BOONE, A. M., PH. D., PRINCIPAL.

Psychology and Pedagogy.

Daniel Putnam, A. M., Vice-Principal.
Austin George, A. M., M. Pd., Assistant.

History and Civics.

Julia A. King, A. M., M. Pd., Preceptress.
Mary B. Putnam, B. Ph., B. Pd., Assistant.
Florence Shultes, Assistant.
Chloe N. Daniels, B. A., Assistant.

Music.

Frederic H. Pease.
Oscar Gareissen, Instructor.

Mathematics.

David E. Smith, Ph. M., Ph. D.
Lambert L. Jackson, Assistant.
Ada A. Norton, Ph. M., Assistant.
Emma C. Ackermann, Assistant.
Martha M. Warner, Instructor.

English Language and Literature.

Florus A. Barbour, A. B.
Lois A. McMahon, B. Pd., Assistant.
Abbie Pearce, B. Ph., B. Pd., Assistant.
Hiram W. Miller, Assistant.
Chloe N. Daniels, A. B., Assistant.
*Serenio B. Clark, Instructor.

* First semester.

German and French Languages.

August Lodeman, A. M.
Annie A. Paton, B. Pd., Assistant.

Latin and Greek Languages.

Benjamin L. D'Ooge, A. M.
Helen B. Muir, Assistant.
*Serenio B. Clark, Instructor.

Physical Sciences.

Edwin A. Strong, A. M.
Fred R. Gorton, Assistant.
R. R. Putnam, A. B., Assistant.

Natural Sciences.

Will H. Sherzer, M. S.
William D. Cramer, Assistant.
Anna A. Schryver, Assistant.

Drawing and Geography.

Charles T. McFarlane.
Hilda Lodeman, Assistant.
Eloise C. Whitney, Assistant.
A. Dwight Kennedy, Instructor.

Physical Training.

Wilbur P. Bowen.
Fannie Cheever Burton, Assistant.
Ellen B. Murray, M. D., Examining Physician for Women.

Penmanship and Book-keeping.

P. R. Cleary.

Training School.

Austin George, A. M., M. Pd., Director.
Ada Van Stone Harris, Supervisor of Instruction.
Maude E. Cannell, Kindergarten.
Margaret E. Wise, First Grade.
Maude Ball, Second Grade.
Hattie M. Plunkett, Third Grade.
†Jessie B. Montgomery, Fourth Grade.
‡Grace V. Taylor, Fourth Grade.
Ida Taylor, Fifth and Sixth Grades.
§K. Maude Cady, Seventh and Eighth Grades.
†Jessie B. Montgomery, Seventh and Eighth Grades.

Library.

Genevieve M. Walton, Librarian.
Gertrude E. Woodard, B. Pd., Assistant.
Warren L. McDiarmid, Assistant.

Office.

Francis L. Stewart, Clerk.

All of which is respectfully submitted,

RICHARD G. BOONE.

* Second semester.

† Transferred to grammar grades, February 8, 1896.

‡ From February 10, 1896.

§ Resigned January 31, 1896.

CENTRAL MICHIGAN NORMAL SCHOOL.

REPORT OF PRINCIPAL.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction*:

DEAR SIR—I have the honor to submit to you the report of the Central Michigan Normal School for the year 1895-6. By act of the legislature in 1895, this school became a State institution under the control of the State Board of Education. A committee of the board formulated the following course of study for the school, which was adopted:

I. PREPARATORY SUBJECTS.

First Semester.—	Weeks.
Reading and Orthoepy.....	20
United States History.....	20
Elementary Algebra.....	20
Physiology, Pedagogy.....	20
Second Semester.—	Weeks.
English Grammar.....	20
Civil Government, School Law.....	20
Arithmetic	20
Geography, School Organization.....	20

This course occupies one year for the average student who has completed the public school elementary course and is ready to enter the high school. The subjects included in it are required to be finished before the five year certificate course is begun. It is designed to cover the requirements for third grade certificates.

II. FIVE YEAR CERTIFICATE COURSE.

First Year.

First Semester.—	Weeks.
Drawing	20
Rhetoric	20
Algebra	20
Vocal Music.....	20

Second Semester.—	Weeks.
English History.....	20
Botany	20
Plane Geometry.....	20
English Literature.....	20

Second Year.

First Semester.—	Weeks.
United States History.....	20
American Literature.....	20
Solid Geometry.....	20
Psychology	20

Second Semester.—	Weeks.
Physics I.....	20
Physiology Review, Penmanship.....	20
Arithmetic Review, Grammar Review.....	20
Psychology Applied.....	20

Third Year.

First Semester.—	Weeks.
Physics II.....	20
Civil Government.....	20
Geography Review, History of Education.....	20
Methods in Common Branches.....	20

Second Semester.—	Weeks.
General History.....	20
Method in Science, Method in History.....	20
Teaching	40

The course of study is intended to be so complete that a year of work being added at Ypsilanti, the applicant will be entitled to a life certificate.

The following course was arranged by the principal and submitted to the board for approval:

III. HIGH SCHOOL GRADUATE COURSE.

First Semester.—	Weeks.
Psychology	20
Geography Review, History of Education.....	20
Physics, Geometry (Reviews).....	20
Methods in Common Branches.....	20
Teaching.	

Second Semester.—	Weeks.
Psychology Applied.....	20
Physiology Review, General History.....	20
Method in Science, Method in History.....	20
Arithmetic Review, Grammar Review.....	20
Teaching.	

This course of one year for high school graduates consists almost entirely of professional work (including the teacher's reviews) and leads to a certificate valid throughout the State for a period of five years. To enter this course, graduates are required to bring from the superintendent or principal of the school from which they graduated, a statement of standings in the branches of their course. Blanks for this purpose will be sent on application.

The following teachers were appointed: C. F. R. Bellows, Principal; Fred L. Keeler, Lydia H. Kniss, Anna Moss.

There were enrolled during the year 83 students. These were distributed as follows:

Preparatory course, 66; five year certificate course, 11; course for high school graduates, 6.

The following named students completed the preparatory course:

Julia Isadore Baker.....	Ransomville, N. Y.
May Estelle Brown.....	Mt. Pleasant
Helen Octavia Bossence.....	Calkinsville
Grace Elizabeth Brodie.....	Mt. Pleasant
Harriet Eleanor Bamber.....	Mt. Pleasant
Edgar Newell Cassady.....	Mt. Pleasant
Judson Herbert Clark.....	Dushville
Viola Martha Coomer.....	Coomer
Bernard Frank Duffy.....	Jerseyville
Florence Mabel Eldred.....	Dushville
Catherine Veronica Garvin.....	Mt. Pleasant
Minnie Elva Halliwill.....	Leaton
Maribea Isanhart.....	Mt. Pleasant
Lydia Alberta Johnson.....	Vestaburg
Sarah Elizabeth Kane.....	Mt. Pleasant
Phillip Marshall Keen.....	Dushville
Ann Elizabeth Murphy.....	Wyman
Alberta Catherine Neelands.....	Calkinsville
Clara Alma Richardson.....	Strickland
Agnes Loretto Walsh.....	Russell

The names of students who completed the course for high school graduates are as follows:

Pauline Foster.....	Mt. Pleasant
Maude Allegra Hepburn.....	Evart
James Sheldon Kennedy.....	Mt. Pleasant
Jessy Vernon Martin.....	Evart
Mary Joanna McCue.....	Mt. Pleasant
Clara Elthea Saunders.....	Mt. Pleasant

Regarding the quality of the work done throughout the school, it seems to me to have been exceedingly good. The students have almost all been exceptionally earnest and hard working. The school is favorably located to be a great benefit to the central and northern part of the State. Already since its opening four years ago, 291 students have been enrolled in the normal department; and within this period almost that entire number have been engaged in teaching from one to three years in the district schools of the surrounding country. Here in this line of work is certainly the opportunity of the school. May it never get above its proper function.

Special effort has been made during the year to develop the professional character of the school. The incorporation of the subjects of pedagogy, school organization and government in the course for third grade certificate has proved a very valuable addition to that course. The professional spirit thus resulting in our young teachers has been especially significant. In the matter of observation and practice teaching we have been enabled to accomplish, I think, very fair results with our somewhat limited opportunities. The sixth grade belonging to the

public school of the city, which was seated in the normal building for our benefit, was utilized for observation and student teaching as far as possible with our senior class. A month was also spent, on afternoons, in observing the work of the several grades in the central and ward schools of the city. Very reasonable results were thus secured.

The professional instruction contemplated in the five year certificate course had to be covered within the year by the class taking the course for high school graduates. This made the work for the year almost entirely professional with that class of students. To provide for this amount of professional work in addition to the current academic work of the year, necessitated some careful planning in view of our limited teaching force. The plan proposed was for each teacher to do the professional work which was in line with his customary academic teaching. This arrangement was thought to secure the best service in each case. The plan was attended with very satisfactory results, notwithstanding some embarrassments that incidentally developed against it.

A very interesting and valuable series of lectures on professional themes was given by members of the State Board of Education during the winter months, by which the students were greatly profited. The favor was unique and significant.

Finally, I may be allowed to rejoice that the foundations of this school have at last been completely laid—laid in exceeding labor and sacrifice on the part of its promoters and cemented in many anxieties and hopes. May the blessing of heaven descend now richly upon this institution, and may it be crowned with abundant success in all the years to come.

C. F. R. BELLOWS.

THE MICHIGAN MINING SCHOOL.

REPORT OF PRESIDENT.

HON. H. R. PATTENGILL, *Superintendent of Public Instruction.*

DEAR SIR—The tenth birthday of the Michigan Mining School was passed on September 15, 1896. During this brief time it has risen to a recognized position amongst the foremost engineering schools of the country, and obtained an international reputation.

It was established by an act of the Legislature of Michigan, approved May 1, 1885, and opened for the admission of students September 15, 1896. It is located in a district in which mining is conducted on a larger scale than anywhere else in the world, and one which has the deepest shafts and the most powerful mining machinery used anywhere. In this respect its location is most fortunate, since nowhere in Michigan, outside of the Upper Peninsula, can the same practical instruction be given, even if the State spent millions on millions of dollars in a vain attempt to do this work elsewhere. Some of the shafts are nearly five thousand feet perpendicular and others over a mile in length on the incline. General information concerning the mines and locality is given in the catalogue for 1894-1896 and it need not be repeated here. The school is also conveniently near the iron mining districts of Marquette, Menominee, and Gogebic.

Houghton county is the third wealthiest county in the State, only Wayne and Kent paying higher taxes. The village of Houghton is the county seat and residence town of the county.

Probably the greatest advantage next to its elective system and its location, is the fact that this is the only educational institution in the United States that concerns itself solely with the problems relating to the mineral wealth of the earth, and whose every energy is devoted to giving the best instruction possible for that purpose. Its location and equipment give it exceptional opportunities to impart instruction in mining and mining engineering, mineralogy, petrography, geology, mechanical engineering, shop practice, field and mine surveying, mineral chemistry, drafting, ore dressing, etc., etc.

The name "Michigan Mining School," the phraseology of the act, the originally proposed two years' course, and the prospectus issued in July, 1886, all show that the intention of its originators was to found an insti-

tution for the training of miners and the lower grades of mining knowledge. In the execution of this plan the principal, Albert Williams, Jr., opened the school in a suite of four rooms in Fireman's Hall in Houghton, with the additional use of an undivided portion of the basement. Mr. Williams resigned at the end of the first year spent in charge of the institution and the present writer was chosen director of the school. During Mr. Williams' administration, a small chemical laboratory was equipped and a small working library, small mineral collections, etc., obtained; but no course of instruction was regularly organized.

The school has been dependent upon legislative appropriations, which have been as follows:

Appropriations.	1885.	1887.	1889.	1891.	1893.	1895.	Total.
Current expenses.....	\$25,000	\$17,500	\$44,000	\$57,600	\$75,000	\$80,000	\$299,100
Permanent expenses.....		75,000	60,000	15,000	35,000		185,000

Funds available and amounts disbursed yearly.

Year.	1886.	1887.	1888.	1889.	1890.
Available current funds	\$12,100 00	\$16,082 29	\$18,493 59	\$25,405 16	\$29,405 16
Disbursements current funds.....	10,287 12	15,944 89	16,672 20	19,680 27	24,484 87
Available permanent funds.....		2,800 00	45,130 22	44,462 25	50,124 15
Disbursements permanent funds.....		749 78	44,867 97	39,000 07	87,351 13

Year.	1891.	1892.	1893.	1894.	1895.	1, 1896.
Available current funds.....	\$28,554 02	\$37,399 99	\$43,005 01	\$40,494 74	\$42,530 40	\$44,857 14
Disbursements current funds.....	30,610 14	38,452 63	41,880 81	40,261 37	40,309 00	40,792 42
Available permanent funds.....	25,124 15	8,714 86	23,865 72	17,499 24	212 07	
Disbursements permanent funds.....	19,409 29	4,849 14	21,266 48	17,287 17		

Inventory of State property, Michigan Mining School.

Inventory.	1890.	1894.	1895.	1896.
State property	\$153,328 37	\$216,966 79	\$225,019 03	\$231,895 97

The property of the State acquired by gift and purchase consists of land, buildings, collections, equipment, library, etc., estimated at the following amounts:

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INVENTORY, 1896.

Administration	\$494 25
Buildings	89,623 56
Chemistry	10,700 00
Civil Engineering.....	4,812 50
Drawing	1,750 00
Electrical Engineering.....	4,279 00
Heating and Lighting.....	10,475 00
Geology	4,608 14
Grounds and Water Supply.....	23,213 17
Library	26,540 84
Mathematics	222 25
Mechanical Engineering.....	17,077 00
Metallurgy	2,775 00
Mineralogy	15,287 82
Mining Engineering.....	2,570 00
Ore Dressing.....	4,096 50
Physics	8,809 44
Supplies	2,062 00
	<hr/>
	\$231,895 97

INCOME.

Outside of the State appropriation, the Michigan Mining School has a small and variable income from supplies furnished the students, from payments made by students for use and damage of apparatus, from laboratory fees, etc. This amounts to between \$1,000 and \$2,500 each year. The students' deposits of \$25 each, amounting to some \$2,000 to \$2,500 yearly, which sum lies untouched for two or three years on the average, is of no benefit to the Mining School, even to tide it over temporary financial difficulties, since this is always placed in the hands of the treasurer as a personal or private deposit for which he is accountable to no one except to the individual students.

At present, then, outside of the biennial appropriations, there seems to be no way open for the Mining School to obtain even part of a suitable income to enable its work to be properly carried on outside of these: (a) private beneficence; (b) the passage of a bill, now before congress, to aid schools of mines by part of the income derived from the sales of public lands; (c) a one-twentieth mill tax; (d) incidental, tuition, and laboratory fees.

The last one (d) only will be discussed here. If the State is willing properly to equip the Mining School for its work and then wait a reasonable length of time for the school to recover from the effects of charging these fees, no objection is seen to this proposition. The first and immediate effect will be to diminish the number of students in attendance. This diminished attendance could be overcome in a few years, even with heavy fees, if the president of the school could carry out his plans for the school's development without hindrance, so far as the school funds will permit. The course of education is so well known that, if an institution will only prepare itself to give the best, most thorough, and most practical education of its kind, it will have all the students it can properly accommodate, if it is given the time and opportunity to make itself known.

Owing to the great size and reputation of the State University, its scale of fees give the bounds to the other State institutions; but they are so low, that the University's scale would yield but little income to the Mining School. It would be better if the maximum allowed by law was charged Michigan students, and for those outside of the State from \$150 to \$200 per year, besides the matriculation fees. This implies that the State give the equipment now asked for, since otherwise these fees could not be honorably demanded.

EDUCATIONAL POLICY.

At the time the present president took charge of the educational side of the Michigan Mining School, there was no educational policy developed, nor course of instruction laid out, beyond the statement that the course should be two years in length. At that time there were only two distinct State mining schools in operation, besides the Michigan Mining School, neither of which confined itself to mining engineering subjects. The Colorado State School of Mines was established in 1874, and in 1887-88 it had in all its courses 45 students. The Missouri School of Mines, founded in 1873, with its preparatory and all its other departments, had that same year (1887-88) 46 students. There were numerous departments of mines in connection with various state and other universities and colleges, but the number of students of mining in all of these, except Columbia and Lehigh, were much less than those previously given for Colorado and Missouri. Columbia had, in 1887-88, 51 students in mining; and Lehigh, 56. The way was dark and forbidding, and the remains of past failures could be seen everywhere. In truth, no state school of mines that was ever organized in the United States could, by any exertion of imagination, be called successful up to that time. Success could not be hoped for except through the rigid adherence of principles to be laid down then and steadily carried out, and by an organization effected that should attempt to save the good and remove the evils of other institutions.

The main principles then formulated for the reorganization of the school were as follows:

1. To keep the school a special one for giving instruction in all branches relating to the development of the mineral wealth of the State and Nation.
2. To give the very best, most practical, and highest education in this field that it was possible to reach, with the means at command.
3. That the instruction should always be by the laboratory and field methods, or by a true union of theoretical and practical instruction.
4. That the school should in its earlier days put every dollar obtainable into equipment and collections for teaching purposes, and nothing be spent for show, until the departments were in a condition to do their proper and designated work.
5. That special opportunities should be given to men of mature or advanced age who were engaged in practical work, and who wished to obtain an education to aid them in their work.
6. That the catalogues and other publications should state, so far as known, the exact truth about the school and its instruction.

7. That no one should be appointed an officer in the school or be retained therein, for any other reason than his fitness for the place and his capabilities for doing his work.

8. That students in the school must work or leave and that no distinction should be made on account of any one's worldly wealth or honor, or birthplace—the criterion should be always to perform his duties. Also that quality and thoroughness should be the aim, and not mere numbers of students.

9. The institution should be managed upon business principles, in which the professors were to be allowed to conduct their departments according to their own individualities. They were to be held responsible for producing the required results, but not for their manner of bringing about these results. They were to have entire choice of, and control over, their subordinates, who were to be solely responsible to them.

10. That the professors should be given by the president every aid and assistance possible in developing their departments, and supported in enforcing proper discipline.

11. That the school was to be conducted for the benefit of the students and for the State and Nation, and not for the particular advantage of the town in which it happened to be located, nor for any special clique, in the belief that in serving the State best, the town would in the end be more benefited than by any other policy.

So far as allowed by the Executive Committee and the Board of Control, these principles have been put into execution. The result has been eminently satisfactory, since no school in America has had in its Course in Mining Engineering any such rapid rise and development as this institution which is now generally known as the Freiberg of America.

All credit is due to the professors and their assistants who, working under these principles, have so nobly aided in building up this strong and flourishing college; to the Board of Control who have assisted and sustained them; and to the noble State that has furnished the means to build an institution of which the State and Nation may most justly be proud.

The application of these principles has had this effect, that the president feels that the work he undertook to do has been more than accomplished. The result already reached is far beyond his expectations and exceeds any hopes or dreams he dared indulge in, when he took charge of the institution; and he is now ready and willing to lay down the constantly increasing burden and care, if it is desired.

The courses of study have been extended from two to three and four years, and finally changed to a free elective system. In this the Mining School has been the pioneer engineering school in America, and the change has proved to be beneficial in every way. The instruction has been constantly strengthened and increased.

STUDENTS.

Since 1890 the Michigan Mining School has had the largest number of mining engineering students in America, so far as known, and has ranked with the great colleges of mines the world over.

It has had a very large number of practical men of various ages, ranging from 25 to 60, who have desired to increase their earning power by pursuing studies at the school. At the present day there are over twenty-five such students enrolled.

Year.	1886-87.	1887-88.	1888-89	1889-90.	1890-91	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	To Feb 10, 1897.
Total number of students enrolled	23	29	40	35	61	78	101	82	94	94	124
New students enrolled.....	23	15	16	15	46	40	45	17	49	44	64
Graduates.....	.....	7	6	5	4	0	8	17	22	18	Total87

RESIDENCE OF STUDENTS BY COUNTRIES AND STATES.

Alabama	1
British Columbia	2
California	2
Colorado	2
District of Columbia	1
Germany	1
Illinois	10
Massachusetts	1
Mexico	3
Michigan:	
Upper Peninsula	53
Lower Peninsula	17
	70
Montana	3
New Hampshire	1
New York	4
Ontario	6
Pennsylvania	2
Scotland	1
South Africa	1
South Dakota	1
Texas	1
Utah	4
Wisconsin	7
	124

RESIDENCE OF ALL STUDENTS WHEN ENTERING, BY COUNTRIES AND STATES.

Alabama	2
California	3
Canada:	
British Columbia	2
Nova Scotia	1
Ontario	11
	14

EDUCATIONAL INSTITUTIONS.

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Colorado	6
Cuba	1
District of Columbia	1
England	8
Germany	2
Idaho	1
Illinois	19
Indiana	1
Japan	1
Kansas	1
Massachusetts	2
Mexico	4
Michigan:	
Upper Peninsula	178
Lower Peninsula	68
	<hr/>
	246
Minnesota	2
Mississippi	1
Missouri	1
Montana	6
New Hampshire	1
New Jersey	1
New York	10
Ohio	4
Oregon	1
Pennsylvania	7
Peru	1
Scotland	1
South Africa	1
South Dakota	1
Texas	2
Utah	5
Virginia	1
West Virginia	1
Wisconsin	21
Wyoming	1
	<hr/>
	376

February 10, 1897.

DIFFICULTIES.

One of the most serious difficulties that the Michigan Mining School meets is the constant effort of teachers in the public and private schools to keep their pupils from entering it. Numerous cases have been reported to the president of unwarranted and unjustifiable interference by entreaties, misrepresentations, and various other means known to teachers to prevent pupils from entering this institution. This takes place in villages and in cities, in the Lower and Upper Peninsulas alike; but no matter where they are located, it has been found that the teachers who are reported as doing this are, without a single exception, graduates of one school only.

Among the other difficulties the Michigan Mining School has had to contend with is its distance from large cities; its extreme northern locality; the fact that it is not situated on one of the great lines of travel, and hence is much less known than it otherwise would be; the general ignorance and misinformation in the southern portion of the State and usually throughout the country, regarding the northern peninsula of

Michigan, its people, its climate, and its resources. In this respect probably no one of the higher educational institutions is more disadvantageously situated than this, although the School, far more than any other factor during the past few years, has been the means of dissipating much of the ignorance concerning this part of the country, and making it more widely and favorably known amongst a large class of people who are not naturally and directly reached by its vast mining operations.

Every member of the faculty is a specialist in his line, an original investigator, and has published more or less in his department, while all, except one, have been connected with leading colleges and universities as teachers prior to taking up their labors here.

Owing to the school continuing in session for the entire year, except seven weeks, or from ten to fifteen weeks more than most schools, the work of the instructors is greatly increased. It would be a great gain to the Mining School if the members of its faculty could be relieved of a large amount of drudgery that they now have to do, but which could just as well be done by assistants at a moderate cost, thus enabling the instructor to have some opportunity to keep up with the progress in his department, and to publish needed text books and original investigations. Every one of them has almost double the work done by the average professors in any college or university in the land. They are interested and willing, but it is a most short-sighted policy on the part of the School to allow such a burden to be borne by them. The work done here now is done at the pace that kills—no man can stand it for many years and keep up at all with the times; the inevitable results are mental stagnation, breaking down, and death.

There is great need of special works adapted to the wants of this institution in chemistry, metallurgy, mechanical, electrical and mining engineering, mathematics, physics, mineralogy, petrography and economic geology. Unless the instructors can soon find time to complete and publish their work in these directions, much loss of credit for the school is likely to ensue. Especially is this liable to prove to be the case, when the graduates are sending back word of the especial practical value the notes given them here have been in their work. Some men are liable to appropriate anything of this kind that they can obtain and to publish it without any acknowledgment of the source from which the material was obtained. The school has already suffered in this way through the publication of appropriated material as his own, by a former instructor, for use amongst the students of the institution with which he is now connected.

The conditions in this institution are so unlike those of any other in this country that each instructor is obliged to rearrange his work, and prepare in part, or as a whole, his own text books, which have to be largely original. There are two special reasons why this must be done. First, because all the other schools are giving instruction in other courses, hence their publications usually look towards training men in other lines, as well as in mining engineering; second, because most of the books are too theoretical, wanting in the practical applications of the principles that they inculcate, while in the majority of cases they are padded with material that is of no use to an engineer.

In no way can the school become so well known or so widely advertised as by the publication of original work and text books by the

instructors, and whatever they can do in that way redounds far more to the credit and good of the School and the State, than it does to the instructor.

In spite of all the difficulties much preparatory work has been done; as for instance the printed or mimeographed notes issued for the students in chemistry, mechanical engineering, mathematics, physics, petrography, and crystallography, while in every department more or less original matter is freely given to the students.

The issue of suitable text books would also save considerable yearly expense in giving instruction, as well as economize the time of the students.

ATHLETICS.

The president wishes to call special attention to a subject that he has written about in all his past reports.

It is a need that the State will not be likely to fill, but it is none the less real, and one that ought to appeal strongly to the benevolent public,—the need of a gymnasium, reading room, amusement room, etc., united under one roof. The morals of our young men need it. The question of pleasant physical exercise during the long winters is a vital one in the case of all brain workers; and unless there is some healthful and moral physical relaxation to remove the heavy strain of the mental work, vicious and evil practices are almost sure to result.

In no way can the Christian public do more to lead the students aright, than by seeing that their bodies are sufficiently sound to reinforce the moral side of their natures. Disease entered the world directly after the evil one, as the result of his work; then should not health everywhere be sought as one of the most valuable adjuncts of the moral side of a man? Almost all of our cases of discipline occur during the winter season and after the students have been worn by their long confinement.

Self preservation ought to urge the faculties of every institution in the land to uphold athletic sports of every kind, as one of the best, cheapest, and easiest means of saving the lives of the teachers and exorcising the demons from the student body politic. If anyone doubts it, let him for a moment compare the contemptible and disgraceful acts of students throughout this land thirty, forty, or fifty years ago with the usually more manly side now exhibited, owing to the introduction of athletics. The old system allowed a man of the highest moral type, when he was outside of the college walls, to glory in being a cheat, sneak, and scoundrel when inside those walls. If anyone doubts this, let him listen to the reminiscences of the old time graduate.

It would be far, far better for the morals of the world, and there would be far less need of prisons and insane asylums, if the life saving powers of suitable outlets for the physical energies were fully recognized by the pulpit, press, and public. Gymnasiums are cheaper than prisons, reformatories, and asylums; and it is better to guide man's energies towards the right than to let them turn towards the wrong for want of other escape.

Athletic sports are the *safety valves* of our educational institutions.

Very truly yours,

M. E. WADSWORTH.

ADRIAN COLLEGE.

REPORT OF PRESIDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction*:

DEAR SIR—I have the honor of submitting the annual report of the condition and work of Adrian College for the academic year ending June, 1896.

The attendance of students during the year was good, numbering in all departments 213. There were fourteen graduates on commencement day, nine in the literary courses and five in the School of Music. Seven of the graduates took the required work in pedagogy and received the State certificate. A member of the State Board of Education, Hon. D. A. Hammond, was present on commencement day and delivered the certificates in person. This was a new feature that was highly appreciated by all concerned. It is hoped that this may be continued and become the practice, as it will add importance and interest to the work and value of the Department of Pedagogy.

Adrian College is governed by a board of trustees, consisting of thirty members, twenty-four of whom are appointed by the general conference of the Methodist Protestant denomination, and six elected by the college alumni.

FACULTY.

Denison C. Thomas, A. M., Ph. D., President, Philosophy and Pedagogy.

Geo. B. McElroy, Ph. D., D. D., Mathematics and Dean of School of Theology.

Conrad Koenig, Ph. D., Greek and Hebrew.

George Shaffer, D. D., Systematic Theology.

J. D. H. Cornelius, A. M., Latin, Language and Literature.

W. H. Howard, M. S., Physics, Chemistry and French.

A. L. Reynolds, A. M., History and English Literature.

Orren L. Palmer, A. B., Sec. of Faculty, Principal of Academic Department.

T. F. Rinehart, A. M., B. Mus., Piano, Harmony and Counterpoint.

Octa E. Wise, B. Mus., Piano, Violin and History of Music.

Belle M. Hamilton, Preceptress, Vocal Music and Art.

Frances L. Stearns, B. S., Natural History.

Carrie B. Phelps, O. M., Instructor in Elocution and Physicuture.

Elizabeth Gibbs, A. M., B. Ph., Registrar, German and Greek.

ACADEMIC DEPARTMENT.

COLLEGE PREPARATORY.

The aim of this school is, first, to prepare students to enter college; secondly, to meet the wants of those who, in view of engaging in business, desire a good academic education. The studies taught are those usually pursued in academies and high schools.

The preparatory course for those entering college as candidates for the classical degree, requires three years for its completion and prepares students for entering this or any other college. It embraces three years' study of Latin, two years' study of Greek, mathematics through elementary algebra, plane and spherical geometry, and one year in science.

THE COLLEGIATE DEPARTMENT.

There are four courses of study, each extending through four years.

1. The classical course, leading to the degree of Bachelor of Arts.
2. The philosophical course, leading to the degree of Bachelor of Philosophy.
3. The scientific course, leading to the degree of Bachelor of Science.
4. The literary course, leading to the degree of Bachelor of Letters.

DEGREES.

I. The Degree of Bachelor of Arts is conferred upon graduates from the classical course. This course extends through four years, and aims to furnish a liberal education in classical and modern literature, the sciences and the arts. It comprises substantially the studies of the established college curriculum, with the addition of such branches as modern life seems to demand.

II. The Degree of Bachelor of Philosophy is conferred upon graduates from the philosophical course. This course extends through four years, and aims to furnish a special knowledge of English language and literature, and the mental and political sciences. It comprehends a field of knowledge and discipline especially valuable to the student who proposes to enter upon a profession involving public speaking or writing, as the law, the ministry, or journalism.

III. The Degree of Bachelor of Science is conferred upon graduates from the scientific course. This course extends through four years, and is substantially the same as the philosophical course, with the exception of more extended mathematical and scientific work.

IV. The Degree of Bachelor of Letters is conferred upon graduates from the letters course. The purpose of this course is to furnish an extended acquaintance with English literature and polite letters in general, and at the same time to give opportunity for attainments in other directions. It is believed that this course will secure a good general culture and prepare especially for the social and domestic duties of a refined and useful life.

V. The Degree of Bachelor of Music is conferred upon graduates from the courses required in either vocal or instrumental music. It is intended

in these courses to take the pupil from the first steps in musical knowledge up to artistic playing and singing. The courses have been compiled and arranged from the methods as taught in the best schools of Europe and America.

PEDAGOGY.

This department is added to the regular college courses for the benefit of students who wish to prepare themselves for the profession of teaching. In accordance with a law recently passed by the State Legislature, students completing one of our college courses, including two hundred hours in practical psychology and pedagogics, will be entitled to a State certificate from the Superintendent of Public Instruction.

Below is an outline of the work in this course:—

1. Practical Psychology—Problems in applied psychology; the cultivation of the senses and the faculties, mental and bodily defects, etc. Recitations and lectures.

2. History of pedagogy from the earliest period to the present time. Text-book: Compayre's History of Pedagogy.

3. Methods of Instruction—Special methods in the common branches, with practical teaching. Recitations and exemplifications. Text-book: Brook's Methods of Instruction.

4. School Economy—Organization, government, law, hygiene, school grades, classification, including the study of school systems of at least three of the states, and of Germany and France.

5. Philosophy of Education—Lectures, readings and discussions on the nature, forms and elements of education.

6. Essays upon educational topics are required during the entire course—at least two each term.

SCHOOL OF THEOLOGY.

English Course.—This course of study covers a period of three years and introduces only English branches. To enter upon this course, the student must be able to pass a satisfactory examination in the studies usually pursued in the grammar grades of our public schools—English grammar, geography, U. S. history, etc.

First Year.

Fall Term—Physiology, Ancient History, General Chemistry.

Winter Term—Natural Philosophy, Modern History, Church History.

Spring Term—Botany, Rhetoric, Physical Geography.

Second Year.

Fall Term—Psychology, History of Doctrine, Systematic Theology.

Winter Term—Psychology, History of Doctrine, Systematic Theology.

Spring Term—Philosophy of Composition, Natural Theology, History and Polity of the Methodist Protestant Church.

Third Year.

Fall Term—Homiletics, Political Economy, Logic.

Winter Term—Homiletics, Geology, Political Economy.

Spring Term—Pastoral Theology, Practical Homiletics, Moral Science.

The studies in the foregoing course will be pursued in connection with the college classes, as far as that can be done.

Students who have the Christian ministry in view as their life work and who are pursuing one of the regular courses and expect to graduate, may substitute, after their sophomore year, the theological studies of the foregoing course for cognate studies in the college curriculum.

Post Graduate Course.—Students who have pursued the regular classical course or who have, while pursuing one of the other courses leading to graduation, satisfactorily accomplished the work in Latin and Greek, and who have passed honorably in all the theological branches of the English course, may, after their graduation, become candidates for the degree of B. D., by taking the following additional course:—

First Term—Old Testament Theology, Hebrew Grammar, Greek Exegesis.

Second Term—Old Testament Theology, Hebrew Grammar and Reading, Greek Exegesis.

Third Term—New Testament Theology, Hebrew Exegesis, Greek Exegesis.

In addition to these branches the work in practical homiletics will be continued and the history of Christian doctrine will be pursued. Some of the other branches of theological reading will be extended by means of short lectures and original research.

SCHOOL OF MUSIC.

The School of Music is divided into two departments, instrumental and vocal. The former embraces all the branches in the several grades in the course of study except the vocal. Candidates for graduation in instrumental music will be expected, however, to join the chorus class, and must take at least twenty lessons on the pipe organ, sufficient to qualify them for playing simple church music on this instrument. Facilities are afforded for advanced work and proficiency in studying the organ.

Students making a specialty of violin or vocal music and wishing to be graduated, will be required to take the piano of the first three grades and the full course in harmony and history of music. Candidates for graduation in any department, who have had no previous instruction, must complete five grades in order to receive a diploma; but those coming into the course who have studied elsewhere, will receive due credit for the proficiency they evince in examination and will be graded accordingly. Five grades mean five collegiate years. Students showing great industry and talent will be allowed to complete the course in less time at the discretion of the instructor. At regular intervals during the year public recitals will be given in the college chapel, which will be participated in by teachers and advanced students. These recitals are intended to create a taste for music of a high grade and to inspire confidence and zeal in the performers.

The course in harmony and counterpoint will be made as thorough as possible by means of blackboard drill and original exercises. In the history of music examinations must be passed at the end of each term.

AIM OF THE COLLEGE.

It is the intention not only to communicate the most useful knowledge of the several branches of science pursued, but also to bring about the the nature, forms, and elements of education.

To secure these desired ends, thorough work, strict discipline, and physical culture are considered of essential importance. Special attention is given by the teachers to the varying needs of the individual students.

Through the purifying and uplifting influences that are here maintained, an ennobling of character is certain to be experienced by every one who earnestly seeks improvement.

Respectfully submitted.

D. C. THOMAS.

AKELEY INSTITUTE.

REPORT OF CHAPLAIN.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction:*

DEAR SIR—In accordance with the requirements of the statute, I herewith present you the report of Akeley Institute for the academic year ending June 10, 1896.

The past year has been similar to preceding ones in the quantity and quality of the work done. The number of instructors has been increased somewhat, and in each case to the betterment of the school. The financial crisis has affected the number of pupils, though this has not been allowed to interfere with the excellence of the school. On the whole the standard of the school is higher than even a year ago.

Akeley is a boarding school under the auspices of the Episcopal Church; and as a religious school, endeavors to care for and train the three-fold nature of its pupils. That she meets with some success is seen in the character and attainments of her pupils. The equipment of the school is better than ever.

Respectfully yours,

JAMES E. WILKINSON.

ALBION COLLEGE.

REPORT OF PRESIDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction:*

DEAR SIR—I have the honor herewith to submit to you the report of the condition and work of Albion College for the year ending June 25, 1896.

The aggregate attendance of students for the college year from Sept. 24, 1895, to June 25, 1896, was 589. This is 41 less than the preceding year.

The number in the College of Liberal Arts, including those studying for the master's degree, was 251, an increase of 5 over the preceding year. Classified as follows:

Doing work above the Master's Degree.....	1
Studying for Master's Degree.....	21
Seniors	49
Juniors	42
Sophomores	48
Freshmen	90
	<hr/>
	251

SUB-COLLEGIATE STUDENTS.

In Language Courses	96
In Courses not including the languages.....	26
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	373

The remaining 218 students were classified in the Conservatory of Music, Business Department, and School for Painting, the greater part doing some literary work in connection with other studies.

On Commencement Day the college graduated a class of 85, as follows:

Degree of A. B.....	18
“ Ph. B.....	20
“ B. S.....	4
“ B. L.....	5
“ A. M.....	3
“ Ph. M.....	1
“ M. S.....	1
	<hr/>
	52
From the Conservatory of Music diplomas granted.....	14
From Commercial School	19
	<hr/>
	85

This is much the largest class that has graduated from the institution.

Teachers' certificates were granted by the Board of Education to 21 students.

The fees charged in the institution are moderate. Tuition in the College and Preparatory School is free. In these schools there is an incidental fee for the whole year of \$21. For music, painting, and commercial studies the fee depends upon the work done each term.

METHODS.

The introduction of a large amount of elective work in the College of Liberal Arts has led of late years to some decided changes in our methods. The work of the earlier years is carried forward largely by means of recitations. In some of the departments the lecture system is used to a considerable extent; but there are results which cannot be well wrought out on either of these lines. The student must do much more than show that he has faithfully studied a text book, or attentively listened to a lecture given by a professor. Many authors need to be consulted, special inquiries prosecuted, original investigations made, the head of the department guiding rather than teaching, so that the student may gain efficiency as an independent thinker or searcher after truth.

SCIENCE ASSOCIATION.

This was organized a few years ago. The association is divided into several sections devoted respectively to natural and physical science, to language and literature, to political and social science, to psychology and normal work, etc. The sections meet separately each week for an hour and a half, for the presentation of reports on the latest books and periodicals, and for the reading and discussion of original papers. The membership consists of students (mainly from the upper class), members of the faculty, resident graduates, and such other residents as may be interested and prepared for the work. This association has already proved of great value in stimulating students and teachers to keep up with the latest work being done in the various fields of study, in providing opportunity for the fuller investigation of subjects which can be little more than touched upon in the class room, and in giving to all practice in that thorough and independent working up of topics which is necessary in the future work of those who enter the learned professions. The research work on which we have for some time laid stress, is carried forward mainly, though not fully, through this association.

There is a Greek Seminary, the object of which is to afford opportunity for specialization on the part of those who wish to make a more thorough study of the Greek language and literature than is possible in the regular classes.

Special topics are assigned for investigation, articles are written in Greek, and various works are translated from the Greek. The subject of special study this year has been Euripides.

GREEK PRIZE.

A friend of the college offered last year, 1895, a prize for excellence in Greek. The prize examination was upon the work of the second and third year classes. The prize was awarded to Miss Mabel L. Shackley of Hartford, Conn. Two prizes were given this year; one for excellence in Biblical Greek, the other for excellence in the third year Greek. Miss Harriet G. Eddy received the first prize, Mr. J. W. Foy the second prize.

There is a tendancy in the upper classes to specialize in the work done. It is not apparent up to the present time that this is done for the purpose of escaping difficult branches of study, but from the tastes of individual students and to prepare for the anticipated vocations in life.

ANALYSIS OF WORK.

I will not take up the space necessary to present a curriculum of branches of study, yet it is fitting for me to report for the scrutiny of the State Department of Education an analysis of our work in both the college of Liberal Arts and the Preparatory School.

The following is the work exhibited by courses:

A course of instruction in this analysis comprises, or is equal to, a continuous daily study and recitation in some line for a period of one-third of the school year. A student will originally carry forward three courses—or an amount of work equal to three courses—at the same time; in other words, he will do the work of three courses in a term.

PREPARATORY.

Courses of instruction in sub-collegiate department—number and kind:

CLASSICAL.

Foreign Languages, Ancient and Modern.....	17½
English Language	6½
Mathematics	6
History	4½
Physical Science	2
Biological Science	2½

LATIN SCIENTIFIC

Foreign Languages, Ancient and Modern	13½
English Language	7½
Mathematics	6
History	6
Physical Science	3
Biological Science	2½

GREEK SCIENTIFIC.

Foreign Languages, Ancient and Modern	13½
English Language	7½
Mathematics	6
History	6
Physical Science	3
Biological Science	2½

EDUCATIONAL INSTITUTIONS.

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SCIENTIFIC.

Foreign Languages, Ancient and Modern	12½
English Language	7½
Mathematics	6
History	7½
Physical Science	3
Biological Science	2½

ENGLISH.

Foreign, Ancient and Modern Languages	2½
English Language	7½
Mathematics	6
History	7½
Physical Science	3
Biological Science	½

COLLEGE OF LIBERAL ARTS.

FRESHMAN AND SOPHOMORE YEARS.

CLASSICAL.

Foreign Languages, Ancient and Modern	9
English Language	½
Mathematics	1½
History	2½
Physical Science	3½

LATIN SCIENTIFIC.

Foreign Languages, Ancient and Modern	5½
English Language	1
Mathematics	5½
History	1½
Physical Science	5½
Biological Science	1½

GREEK SCIENTIFIC.

Foreign Languages	5½
English Language	1
Mathematics	5½
History	1½
Physical Science	5½
Biological Science	1½

SCIENTIFIC.

Foreign Languages, Ancient and Modern	2½
English Language	½
Mathematics	5½
History	2½
Physical Science	5½
Biological Science	1½

ENGLISH.

English Language	6½
Mathematics	½
History	3½
Physical Science	3½
Biological Science	1½

In the junior and senior years all the work is elective except psychology, logic, and science of rhetoric. Courses are offered as follows, out of which 18 must be taken:

Philosophy	6½
Theology	4
Latin	8
Greek (and Hebrew)	7½
Chemistry	10½
Biology	6½
Geology and Methods in Nature	1½
History, Politics, and Economics	7½
English	9
Mathematics, Pure and Applied	5½
Modern Languages	10½
Normal Studies	4½

OTHER WORK.

The Conservatory of Music and the Commercial School have kept pace with the other departments the past year. The resignation of Professor Courter, who was at the head of the School of Painting, just at the opening of the college year, interfered somewhat with the art work during the autumn. Miss Harriet Newell Leonard of Detroit was finally secured to take charge of the department and we are expecting much from her able supervision.

CHAIR OF ELOCUTION.

The Board of Trustees at its annual meeting in June, established a Chair of Elocution which we hope may develop into a School of Oratory. Rev. Aquilla Webb, A. M., was appointed to the professorship to enter upon his work at the beginning of the college year, in September, 1896.

GIFTS AND BEQUESTS.

The institution has received \$10,000 as a gift from a valued friend. It has also received notice of a bequest of \$10,000 to aid in the endowment of a Chair of Belles-Lettres.

RELIGIOUS ASSOCIATIONS.

There are in the institution three associations for the study of the Bible and for doing religious work: The Young Mens' Christian Association, Young Womens' Christian Association, and Epworth League.

CO-OPERATIVE ASSOCIATION.

In order to aid students in procuring books at as low a rate as possible, there was organized in 1893 a co-operative association. From the first the association has had phenomenal success. It has reduced the price of books from 10 to 40 per cent, and at the same time has been put upon a firm paying basis, as it has the hearty support of the student body.

During the short time it has been doing business, it has sold nearly \$10,000 worth of books, all of which have been sold directly to students and members of the faculty.

There is a growing tendency on the part of the students to form libraries of standard books, and thus their work in the class-room is greatly facilitated. Any book may be procured through the association, whether it is kept in stock or not.

Last year there were 244 members. Upon the payment of a fee of \$1 any student or former student is entitled to a life membership, with all the privileges attaching thereto, together with an additional discount upon all books purchased.

GYMNASTIC TRAINING.

A gymnasium for the use of the students was completed in 1892. It is heated with steam, lighted with electricity, and supplied with all modern appliances.

The gymnastic and training work of the young men is under the direction of two of the professors who have given much attention to the methods that should be employed. Associated with them are committees on whom is devolved considerable direct and practicable responsibility. The work is systematized both as to time and character of exercises engaged in. The object of the gymnasium is to supply the means of physical culture and to preserve the health of the student while in college, so that more mental work can be done during his stay in the institution. It is believed that gymnastic training can be so wisely prosecuted that the strength of the physical manhood may grow with as much certainty and regularity as the intellect develops under systematic and vigorous study. Every person leading a sedentary life—whose occupation does not call for bodily activity—will find great value in such exercises as are practiced in a well-ordered gymnasium.

It is well known that the terms gymnastics and athletics are not synonymous. The latter is often carried to an extreme that is decidedly harmful. We fully endorse the action of the college section of the Michigan State Teachers' Association. "(a) That an earnest effort be made by all friends of athletics to improve the moral tone of athletic contests. (b) That we urge the rules of foot-ball be so modified as to guard against brutality and to minimize the danger." We are sure that outdoor sports can be so conducted as to promote health and avoid immoral tendencies, while they contribute to college spirit.

The objections sometimes urged against what is properly called athletics, are not incident to a well-ordered gymnasium. The purpose here is to secure physical culture on the part of the entire company of students, strengthening the bodily forces of such as are in health, and correcting deformities and physical weakness of others. Gladstone affirms that the most essential need of the age is the cultivation of the body. During college days, while the mind and nervous system are being taxed, the physical being should receive constant care, both to meet the strain incident to college life and to fit for the labors of coming years.

Much attention is given in the college to physical culture among young women. The results have been very gratifying. Here, as elsewhere, most satisfactory results have followed the faithful practice of prescribed exercises in cases of lateral curvature of the spine, round shoulders, narrow chests, weak lungs, and many other defects and infirmities.

The work among the young ladies is under the direction of a very competent lady who gives her whole time to the duties of her position. Regular class work is given three days in the week. Swedish educational gymnastics extend throughout the first year. Apparatus is added after the first term. Special developing exercises are prescribed, as are also exercises for individual bodily deformity.

The second year Delsarte Physical Culture is taken up, with primary instruction in Delsarte Philosophy. Careful voice training constitutes a part of the daily instruction through the entire course. Strength and clearness, with sweetness of tone, are the qualities sought.

All of which is respectfully submitted,

L. R. FISKE.

ALMA COLLEGE.

REPORT OF PRESIDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction:*

DEAR SIR—I take pleasure in submitting to you my report of Alma College for 1895-96.

The past year has not been without its anxieties, because of the disturbed financial condition of the country, but upon the whole it has been one of great encouragement to the friends of Alma College.

We make grateful mention of the fact that more students were in attendance than in any previous year. The total number was 286. From the different departments there graduated 38 students, 11 of whom received degrees.

The stream of gifts has increased in volume during the year. In addition to about \$7,000 received for current expenses and scholarships, the library received over 900 volumes; the Department of Natural History became the recipient of a beautiful collection of stuffed birds, the gift of Mr. W. S. Crawford of Detroit. The special value of this collection is in the fact that the birds are mounted in pairs, male and female side by side.

As soon as it was ready for use, the Gymnasium was provided with necessary apparatus by our friend, Mr. John Pierson of Stanton, whose father, Dr. Job Pierson, was the creator of our library.

The Museum and Gymnasium building was completed this year, and makes the fifth structure on the college campus. It is a two-story building made of brick, trimmed with stone. The dimensions are 40 by 80 feet. The first story is devoted to the exhibition of specimens in natural history, a great many of which have been given us during the nine years of our life. The president's room is on this floor also. The second story is one magnificent room used for gymnasium purposes.

Grateful for the past and hopeful for the future, I am, yours, etc.,

AUGUST F. BRUSKE.

BATTLE CREEK COLLEGE.

(REPORT COMPILED FROM CATALOGUE.)

Battle Creek College was founded in 1874 by the Seventh Day Adventist Educational Society, and was duly incorporated in the same year. It is a denominational institution, designed to provide facilities for a liberal education, and training for usefulness in various lines of Christian activity. Its managers aim to make moral and religious influences prominent, and thoroughness of instruction, solidity of character, and usefulness in life, the principal objects of attainment.

The college is situated in Battle Creek, on a fine eminence in the western part of the city, about one-half mile from the business center. The grounds consist of seven acres, so laid out that abundant room is provided for out-of-door exercise. West Hall contains rooms for 150, and a dining-room with a capacity of 225. Across the street is South Hall, the gentlemen's dormitory, in which are rooms for 100 students.

THE HOME LIFE.

Past experience has demonstrated that the purpose of the institution can be most successfully attained when the students board and room in the college building together with the members of the faculty, thus constituting a large school family. Young people should receive a much broader training than that which comes merely from the study of books. Youth is the proper time for the formation of habits of order, neatness, and Christian courtesy, and to obtain that general culture which comes from daily and intimate association with educated Christian teachers. Much care is taken to render the home life not only attractive, but efficient in the cultivation of those habits of life and graces of character which distinguish the refined Christian man and woman. Teachers and students share one family life with common aims and interests. The regulations are reasonable and are adapted to secure trust, freedom, and happiness. It is intended that every student shall enjoy the pleasant associations and receive the personal care of a true home.

All students in the college buildings will be required to aid, in part payment of their expenses, in the work connected with the boarding hall and the laundry, and in the care of the grounds and buildings. This service will occupy one hour each day. Much valuable information and discipline are thus secured to the student. The influence of this

service, rendered heartily, is invaluable in producing, during the years of mental training, habits of accuracy, self-reliance, unselfishness, and genuine sympathy with all workers.

RELIGIOUS BASIS OF THE INSTITUTION.

While the managers of this college have no disposition to force upon students denominational views, they desire to inculcate in the minds of all the importance of seeking first the kingdom of God, as the best means of gaining true wisdom and ultimate success. They do not hesitate to emphasize this fact in all their associations with the students.

COURSES OF STUDY.

The preparatory and college courses are supplemented by music, painting, and drawing, manual and industrial training. The college course gives a choice of three lines of study, as follows: Biblical and Literary course, Scientific course, Classical course.

A special course is also provided for such students as intend to enter some branch of Christian work, and desire a briefer preparation than that of the more extended courses.

SOME DISTINCTIVE FEATURES OF THE COLLEGE.

A Christian home for non-resident students.

Special attention paid to hygiene and physical culture.

An extended course of study in the English Bible.

Free instruction for young ladies in cooking and sewing.

A strong religious influence pervading all the work.

A sentiment which permits older students to pursue elementary branches without embarrassment.

Necessary expenses low. Economy and plainness in dress encouraged.

Science work upon a basis which strengthens faith in God's word.

An extended course in English, General, and Biblical literature.

An exceptionally strong course in history, in which the philosophy of history and the fulfilment of prophecy are made prominent.

Regular class and chorus drill in vocal music under a competent director, without additional charge.

BENZONIA COLLEGE.

REPORT OF PRESIDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction:*

SIR—I have the honor to submit herewith the annual report of Benzonía College for the collegiate year ending June 25, 1896.

The following is a list of the resignations accepted and of appointments made:

October 18, 1895—Rev. M. A. Breed, A. B., resigned the presidency. Prof. E. L. Whitney, Ph. D., was chosen acting president.

March 30, 1896—Rev. J. D. Rodger, Ph. D., was elected President.

June 4, 1896—Miss S. B. Manning resigned. June 21, 1896, Miss L. Sherwood was chosen to take Miss Manning’s place as Lady Principal and Professor of English, Literature, and History.

The management of the institution is vested in a Board of Trustees, an Executive Committee, and the Faculty. It is provided that said Board of Trustees “shall be twenty in number, besides the President of the college, who shall be ex officio a trustee;” the Executive Committee, “consisting of five persons, shall be chosen annually by the trustees;” and the Faculty shall consist of “nine professors and ten assistants.”

SUMMARY OF STUDENTS.

Collegiate	14	
Academic	58	
Business	(84)—1	addition.
Art	(48)—22	“
Music	(157)—42	“
	—	“
Total	182	

DEGREES CONFERRED ON EXAMINATION.

Bachelor of Arts	2
Bachelor of Philosophy	1

DEGREES CONFERRED ON WORK DONE AND THESIS.

Bachelor of Pedagogy	1
Doctor of Philosophy	1

The college has enlarged its course so that it is equal to any in the State for the degrees of B. A., B. S., Ph. B., and B. Sc.

LIFE CERTIFICATES.

Last June the State Board of Education granted Benzonia the right under the State laws to confer upon her graduates the life certificate to teach.

BENZONIA ACADEMY.

By an act of the board of trustees June 25, 1896, what was formerly called Preparatory Department was changed to Benzonia Academy. The academic course was enlarged to four years, and covers the work preparatory for Benzonia College and for any college or university in Michigan. Academic diplomas were last year conferred upon four.

UNIVERSITY EXTENSION.

During the past year University Extension Courses have been added to the work of the college. In carrying on this work President Rodger, under whose charge it is conducted, has delivered seventy-seven lectures since January, 1896.

SUMMER ASSEMBLY.

Last year included another feature of work in Benzonia College, viz., the Summer Assembly. This embraced two distinct lines of work.

1. A Summer Normal for district school teachers, about seventy of whom studied here, while fifty more took music.

2. A School of Sociology, for college and special students and families. The public lectures and addresses were attended by about 100, on an average.

The prospects for Benzonia were never brighter than today. The year 1896-7 opens with two more than twice the highest number of students ever enrolled in the fall term.

JAMES GEORGE RODGER.

DETROIT COLLEGE.

REPORT OF PRESIDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction*:

DEAR SIR—The student roll for the session of 1895-96 shows a falling off from the number in preceding years; yet, taking into consideration the stringency of the times, the attendance was very satisfactory. There were 290 students enrolled, of whom 245 followed the classical curriculum, the remaining 45 taking a commercial course.

It is not the object of the college to train specialists, but to develop all the mental and moral faculties of the student; therefore, the authorities of the college are urgent in advising the students, to whom freedom of choice is allowed, to select the classical or collegiate curriculum, as classical studies are well known to be of paramount efficiency in acquiring all that is most valuable in mental training. The student is taught to use all his faculties and to use them to the best advantage; he is prepared to succeed in any pursuit, whether professional or mercantile. The young man who has passed successfully through this course is ready to master easily and quickly the details of business in any line of life; these once mastered, his superior training makes itself felt from the very outset. Results in the past history of this college have proven conclusively the correctness of this view of education.

At the close of the session the degree of A. M. was conferred on five gentlemen, one of them being a graduate of Harvard, who is now practising medicine in Detroit. Fourteen candidates received the degree of Bachelor of Arts. Diplomas are given only to graduates in the regular collegiate course, as, in our opinion, the awarding of diplomas in other courses tends to diminish the value, in public opinion, of these certificates of merit.

Besides the prizes for class-grade work, special prizes were awarded for excellence in oratorical composition and in elocution. The contests in prize essay work were very spirited, and showed earnest interest in the various studies they represented. These were philosophy (mental and moral), evidences of religion, natural sciences, and literature. The winners of the medals presented remarkably well written papers, of superior excellence in thought and style. The intercollegiate contests in Latin and English did not evoke the usual interest last year, though there was a fairly good showing for our students in the awards for the former.

During the year various gifts were made to the College Library and Chapel, by friends of the institution. Chief among the donations were the following: 28 qto. vols., the Works of Suarez, the famous Spanish theologian; Disputationes Bellarmini, 4 vols.; a select private library, 21 volumes of history and literature; a fine Munich statue; two onyx tables; some fine vases, and two ornamental pedestals for statues.

The address to the graduates was made by the Hon. T. A. E. Weadock, Esq. It was remarkable for its keen appreciation of the needs of our day, and the work to be done by educated men for the advancement of our country's welfare in all ranks and conditions of society. The shrewd common sense and the happy illustrations he adduced in support of his advice to the young men just entering the world's arena, met with hearty applause from the audience.

Our college societies are all in a flourishing condition; the membership is large and the students are active in promoting the ends of the various associations. Our Alumni Association is a fine body of young men, alert, brainy, and loyal, from whom we reasonably hope for great results in upholding and advancing the cause of higher education among our citizens, by word and by the more powerful means of the living example they themselves give of what education, rightly used, can do for even those who may have least of the world's goods to help them on. While our students believe that "the world owes them a living," they are taught that the claim will only be granted them when legitimately presented; when they shall have proved themselves by earnest endeavor, worthy of the world's esteem and confidence.

Very respectfully yours,

HENRY A. SCHAPMAN, S. J.

HILLSDALE COLLEGE.

REPORT OF PRESIDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction:*

But few changes are to be noted in the college the past year. Mr. S. B. Harvey, for several years at the head of Benzonia College, takes the German which was formerly taught by the Preceptress. In Miss Deering's place, at the head of the Ladies' Department, we have Miss L. A. Sloan, an experienced and acceptable teacher. Her teaching is in the Department of English. The vacancy in the Latin chair, caused by the resignation of Prof. Tibbetts, has not been formally filled. For the present the German and Greek teachers divide the college Latin between them.

Prof. J. S. Copp, who had been long and honorably connected with the college, latterly as a member of the theological faculty, died during Commencement week.

The long standing difference between the college and the former principal of the Commercial Department has been satisfactorily terminated. The college is now the undisputed owner of Griffin Hall, the headquarters of the Commercial Department, and it has been assigned as the home of the Theological Department.

The Military Department was discontinued by the trustees at their last session. It was thought to be better adapted to a State institution than to a college like Hillsdale.

But \$2,485 were received in gifts last year.

Sixteen members of the graduating class pursued the pedagogical course and received the Teachers' Certificate from the State Board of Education. The graduating class numbered 38. The attendance of students was not quite as large as during the preceding year, but commendable progress was made in all departments of the college.

GEO. F. MOSHER.

HOLLAND THEOLOGICAL SCHOOL.

REPORT OF RECTOR.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction*:

DEAR SIR—I have the honor to report the condition of our Theological School at Grand Rapids, Michigan, as follows:

The school building is situated on the corner of Madison and Fifth avenue, Grand Rapids, Michigan, and is a very nice and well-built structure. It is two stories in height, with a basement.

Our school is divided into two departments, a theological and a literary department. In the Theological Department we have three classes. Then we have also first, second, third, and fourth class Literary Department. Further, Prof. H. Benker is in charge of systematic and practical theology, exegesis, etc.

Prof. Hemkes is in charge of Church history, Isagogics of the Bible, Dogmatic history, and Hebraic language. Prof. G. E. Boer is in charge of textual criticism, hermeneutics, Bible history, Religio Naturalis, etc. Hon. A. J. Rooks is in charge of English and German language, Latin and Greek language, and history of America. Hon. K. Schoolland is in charge of general literature, rhetoric, and Holland language.

Our school course covers the time of seven years, three for Theological Department and four for Literary Department.

The number of graduated students last year was three.

Until this time the purpose of our school is exclusively an education for the ministry of the church. Every applicant is required to present a certificate of church membership or a testimony of good moral standing. When anybody comes to enter our school he is subjected to an admittance examination, and then the first year is a year of proof to see if he can follow the course of studies. If not, he is discharged.

Every pupil at our school has to pay annually a fee of \$26, every half year in advance, and is subject to the rules of the seminary; by transgression against these rules he will be discharged from the school.

We open our school lessons by prayer every day, and also close the day with prayer. Every Friday night we have a general assembling of all the professors, instructors, and students, and have preaching and essays and recitations.

Every year in the month of June we have examinations for the different classes of students, and for students graduating from the Theological Department. These examinations are in charge of the professors and instructors of the school, assisted by the curators of the seminary.

In this last summer two students as missionaries of our school have gone to Arizona to work among the Indians. In the month of October, 1895, we lost one student by death, and another was compelled by sickness to leave the seminary.

The number of students is now almost the same as the last year. The health at our school has been very good, and we have very good reason to be thankful to God.

The theological students of the second and third class go about from time to time to preach in different vacant congregations. The students preach sometimes in the English language, but generally in the Holland, for Holland people. Prof. H. Benker is this year in charge of the rectorship of the school.

Respectfully submitted,
H. BENKER.

HOPE COLLEGE.

REPORT OF PRESIDENT.

The year 1895-96 has been a prosperous one. While the attendance in the Preparatory Department was a little smaller than during the previous year, that of the college was larger.

The students are encouraged to live economically, and to rely upon their faithfulness in study and the development of Christian character. to prepare themselves for positions of honor and trust.

We are pleased to notice a willingness on the part of the students to walk in the old, beaten paths, which have been so successfully tried in times past, recognizing the fact that a thorough, liberal education can only be acquired by hard, persistent study. The fact that nearly all our students pursue a classical course may be attributed to this spirit prevailing among them.

The college authorities considering this by far the best course to serve as a foundation for the different professions, seek to make the institution especially strong along this line. With this in view, much attention is given to the Preparatory Department, where the classes are taught by the best and most experienced teachers.

Realizing that an education without the development of a strong and vigorous constitution is of little value to the young, a fairly well equipped gymnasium is open to them, which has been well patronized and proved to be very helpful. College athletics are encouraged; but, on account of the great loss of time necessarily connected therewith as well as the evil generally attending them, intercollegiate games are prohibited. It is thought that a Christian college should there draw the line.

In regard to discipline it is gratifying to observe that the moral and spiritual tone of the students is such that the matter of government is reduced to a minimum. General opinion is on the side of right and reasonableness, and lends its powerful support to the interest of good order and efficient work.

For a few years past it has not been found necessary to distribute printed rules among the students. A few unwritten rules, established by precedent, are understood by all,—such as the prohibition of the use of liquor, the use of tobacco on the college campus, dancing, card playing, etc.

By the establishment of a Chair of Ethics and Evidences of Christianity, it has been made possible to give quite a complete course in

Bible study. The students have entered upon this work with a commendable zeal, and it has proved very helpful in the development of Christian character. The incumbent of this new chair is practically our college pastor.

Six literary societies, the Young Men Men's Christian Association, the college prayer meeting, and two private Bible classes, have all been well sustained and been a blessing to the students, and elevated the tone and character of the school as a Christian college.

G. J. KOLLEN.

KALAMAZOO COLLEGE.

REPORT OF PRESIDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction:*

MY DEAR SIR—I have the honor to submit the following report of Kalamazoo College for the year 1895-96:

The Board of Trustees and faculty remain substantially the same as at the time of my last report. No events of especial importance have occurred during the year, but there has been an extension and strengthening of our course of study, and more subjects have been made elective, especially during the junior and senior years. We now have the following departments:

DEPARTMENT OF LANGUAGE AND LITERATURE.

The aim of the work in Greek is to secure thorough scholarship, literary culture, and moral discipline. Such an acquaintance with the vocabulary, constructions, and idioms of the language is sought as shall enable the student to feel the thought as the author felt it, and to look upon the mental picture with his eyes. Masterpieces from the great writers are chosen for reading. The student lives, so to speak, for the time in the world of Homer.

In the work in Latin, while an examination of the grammatical structure of the text is not neglected, attention is chiefly given to the thoughts presented by each author, and to the characteristics of his style. It is constantly borne in mind that among the benefits to be derived from the reading of the classical Latin authors are these: an acquaintance with the public and private life of the Roman people, an understanding of the influence of Roman literature and Roman law upon the civilization of the world, a familiar knowledge of the indebtedness of the English language to the Latin, and the cultivation of scholarly tastes through an appreciation and enjoyment of the literary treasures that are preserved in the Latin language, treasures which are not made less valuable by the possession of like treasures in our own tongue.

In French the student receives thorough drill in the grammatical forms, the syntax, and the pronunciation of the language, and is introduced to representative classic authors. Recitations are conducted in French. While English is not excluded from the class-room, it is used less and less as the pupils advance.

In German the purpose of the work of the first year is to secure a thorough knowledge of the fundamental principles of the language, to acquire an extended vocabulary, and to be able to understand and think in the German, to which end translation into English is seldom required. Special attention is given to construction. The work of the class-room is largely carried on in German, and German prose composition is an important feature of the work. After the first year the aim is to become familiar with modern German literature.

The time allotted to the study of English and American literature is comparatively brief, but it is expected that the methods pursued will introduce the student to the treasures contained in our language, and awaken or confirm his taste for the true, the beautiful, and the good, as exhibited in the works of the masters in prose and poetry.

In rhetoric and oratory the object of the work is to correct faulty articulation, inflection, and gesture, and to train the student in natural and appropriate habits of public address. Each student is required to present one original production each term from the college platform.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE.

A one-term course in economics and jurisprudence is required in all courses, and in history the topical method is employed, the student being led to investigate for himself, consulting different authorities and weighing evidence. Much care is taken in tracing the growth of the political institutions of different countries, and a study of historical literature is correlated with this subject of history.

The work in Bible instruction is also designed to fill a recognized and important place in general education. It is the primary, authentic introduction to all historic studies, indispensable to a correct knowledge of the origin and advancement of the world with its diversified peoples. It marks the divergence and follows to some extent the stream of the history of the several nations of the Old World.

DEPARTMENT OF MATHEMATICS.

The mathematical work is carried on with especial reference to its general educational value, though, at the same time, care is taken to make it a sound foundation for future mathematical and scientific work.

DEPARTMENT OF NATURAL AND PHYSICAL SCIENCES.

Laboratory, library, and class-room are used to the fullest extent possible in the work of this department. The aim is not merely to gain knowledge, but to acquire the scientific method, and to lead the student to appreciate the scientific spirit which sees no task too great and regards no revelation of God in nature too insignificant to claim the attention of his highest creature.

GENERAL.

In addition to the above named, there is a preparatory department designed to prepare for these different courses, as also a normal course arranged to accommodate students who are planning to teach in the public schools.

The atmosphere of the college is religious. A large proportion of our students, especially in the college classes, are professors of religion. The faculty are also active in Christian work. The conversion of students to Christ, their growth in Christian graces, their inspiration to noble living and Christian devotion, is regarded as a matter of highest importance. The religious purposes of the founders, the supporters, and the patrons of Kalamazoo College, form the most essential part of its being, and are to be a guide and inspiration to all its work and in all its life.

Respectfully submitted,

A. GAYLORD SLOCUM.

MICHIGAN MILITARY ACADEMY.

REPORT OF SUPERINTENDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction*:

MY DEAR SIR—I have the honor to submit my report of the Michigan Military Academy for the year 1895-96:

The immediate aim of the Michigan Military Academy is thoroughly to prepare young men for the best universities. To prepare students for entrance into the freedom and responsibility of universities of life, and then into the larger life of general affairs, a school should assume the duty of providing other things beyond the mere mental training, however good, and the body of knowledge, however full, that will enable a boy to pass his entrance examinations. While the academy, therefore, prepares directly for the university, its remoter aim, so far as its period of tuition allows, is to prepare young men for life. To that end its system of instruction is designed to build up for each boy a sound, strong, and active body, the foundation for mental endurance, for healthy intellectual activity, and for high spiritual power; it is designed to teach, by a persistent practice, the idea of method in mental operations and in personal habits, so that those virtues applying to all affairs,—promptness, precision, and despatch,—may become matters of a second nature; it is designed to provide the best of intellectual training by the employment of instructors specially fitted, by training and experience, for conducting the various departments of study; and it is designed also to surround the student constantly with such influences as will tend to elevate his thought, stir his ambition, instil the spirit of honor, and lift the nature toward a high conception of duty and toward a reverence for all sacred things.

For the accomplishment of these aims the military and the academic departments of the school work in harmony as one. The physical exercise given the student, either in infantry, artillery, cavalry, or athletic sports, consists of one drill a day, obviously contributing to the effectiveness of study, rather than detracting from it. The military system enforces attention, precision, prompt obedience, regularity of habit, economy of time, directness, courtesy, frankness, all aiding in a most apparent way in making welcome members of the instructor's class-room.

In recognition of the value of personal influence in forming the characters of young men, the full corps of instructors is enlisted, through close social relations, in the work of holding those in their charge in the line of right thought and action.

In the military training, also, as in the academic, many principles are emphasized which appeal to the higher nature. A worthy ambition is fostered in the possibility of attaining, by efficient performance of duty, to much desired offices, places of greater influence and usefulness. An untruth in the military code is a deep stain on the character. The military idea establishes in the mind of the young man growing into citizenship a relation to the State, it fosters a love and reverence for the flag of his country, it enlarges that spirit of patriotism that is needed more and more in all conditions of our national life.

The work of the academy in its aim to give, not a partial, but a complete education in the systematical development of all the powers, seems to be recognized in the fact that the stress of hard times has not materially affected the number of students. The material equipment of the school is now about completed. The last building erected is a durable brick structure of ample dimensions, serving as a gymnasium, and drill hall for winter use, and a hall for large public gatherings. In the completed quadrangle of eight buildings of similar material and architecture, all the needs of the school are supplied. The most gratifying of all the advances made by the school is in the character of the student body, the best evidence of a school's worth. The 150 boys at Orchard Lake, in their cleanness, earnestness, refinement of character, and sense of honor, may challenge any similar body of students; and they stand as an evidence that the usefulness of a military school is not in holding down incorrigibles, but in bringing out to a full development the best qualities of the best students.

Very respectfully,

J. SUMNER ROGERS,

Col. M. N. G.

OLIVET COLLEGE.

REPORT OF PRESIDENT.

Preceding numbers of this annual report have said all that needs to be said about Olivet College.

The college is now fifty-two years old. It has gradually acquired the means and facilities for doing its work well. Its development has been orderly and natural, resulting in an institution with a well marked, distinctive character. Educational standards are high.

The college has had and still has many instructors of recognized ability. In the roll of its graduates will be found the names of many who have now become leaders in the world's mental and spiritual life.

Olivet has a secure place in the affection and respect of a wide circle of patrons and friends. The sphere of its influence steadily increases.

The College Department has three courses; classical, scientific, philosophical. The Preparatory Department is, perhaps, the leading school of its kind in Michigan. Its instructors are all college graduates and specialists. The Normal Department gives ample instruction, and secures State certificates. The Musical Department offers at a moderate cost superior instruction in vocal, instrumental, and orchestral music. The Art Department affords opportunity for a wide study of art, under an accomplished artist.

At Olivet the necessary expenses are low. Classes are not too large. Each pupil receives personal attention from skilled instructors. Ample opportunity is afforded students for personal acquaintance with teachers. Visitors at Olivet find the place attractive. They are surprised at the extent and variety of the equipment.

The college at the present day endeavors to perpetuate the spirit and methods of the founders, who said in their first catalogue: 'We have no partisan or sectarian interests to subserve and desire to have none. We wish simply to do good to our students by placing in their hands the means of intellectual, moral, and spiritual improvement, and to teach them the divine art of doing good to others.'

WILLARD G. SPERRY.

RAISIN VALLEY SEMINARY.

REPORT OF PRINCIPAL.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction:*

DEAR SIR—The forty-sixth year at Raisin Valley Seminary closed June 26, 1896.

The total enrollment for the year was 42. The number graduating was nine, three girls and six boys. Two of these are teaching in this county, and one is in the Medical College in Detroit.

The Alumni Association now has 144 members, holds a public meeting during commencement week of each year, and gives a banquet on commencement night. The association has this year raised \$100 for a permanent chemical laboratory, fitted and furnished a room with desks and apparatus for each student.

Four courses of study are arranged: Latin, scientific, English, and Latin scientific, each sufficiently characterized by its name.

The curriculum includes three years' Latin, two years' German, one year geometry, one year algebra, twenty-eight weeks general history, one year English and American literature, twenty weeks astronomy (with excellent six and one-half inch equatorial telescope), physical geography, botany, political economy, and study of common school branches. There is an increasing tendency among the students to drive from home each day in preference to lodging in the building permanently.

The faculty for the year is as follows:

T. W. White, B. S., principal.

Mary Edwards, A. B., assistant principal.

Chancey Graves, assistant teacher.

T. W. White, superintendent.

Mrs. H. S. White, matron.

The employment of one man for the duties of teacher and superintendent has materially lessened the annual expense of the school without loss in efficiency.

A library of 500 volumes is maintained.

The year has been one of honest, thorough work, and satisfactory results.

Respectfully submitted,

T. W. WHITE.

ST. MARY'S ACADEMY.

REPORT OF PRESIDENT.

HON. HENRY R. PATTENGILL, *Superintendent of Public Instruction:*

DEAR SIR—The following report of St. Mary's Academy for the scholastic year 1896 is respectfully submitted:

During the year many improvements have been made in the buildings and grounds. Increased facilities have been afforded for laboratory work, and special attention has been given to stenography, typewriting, and practical bookkeeping. Eighty-eight books have been added to the library, and many additions have been made to the scientific and historical collections in the museum.

The whole number of pupils enrolled during the year was 183, of whom 113 were non-residents, who boarded in the academy. Three received graduation honors, two having completed the English and one the music course. Eight were awarded certificates for proficiency in the work of the Commercial Department.

During the scholastic year occurred the fiftieth anniversary of the organization of the Sisters' I. H. M., who conduct the academy, therefore the commencement exercises were mostly of a golden jubilee character. The valedictorian briefly reviewed the history of the order from its log-cabin days to the present time when it is imparting instruction to thousands of children in different states.

Very respectfully,

MOTHER M. JUSTINA.

SPRING ARBOR SEMINARY.

REPORT OF PRINCIPAL

This school is under the supervision and patronage of the Free Methodist Church, but is open to all well disposed persons without regard to religious belief. The effort is made to train the young people in attendance in heart as well as in mind, believing that this is the only true education.

There are three departments, viz.: primary, intermediate, and academic. In the Academic Department are three four-year courses, classical, Latin, and scientific (meeting the requirements necessary for admission to the State University), and one three-year course, the English. Any one completing either of these courses is entitled to a diploma. There is also a Christian Worker's course of one year.

The rates for tuition range from \$12 to \$24 per year. The expenses for board, room, heat, light, and tuition, are \$135 per year.

Spring Arbor Seminary is located at Spring Arbor, Jackson county, in a quiet country village, where the surroundings are conducive to studious habits. The two buildings have within the past year been supplied with a steam heating plant.

DAVID S. WARNER.

TRANSACTIONS

OF THE

MICHIGAN STATE TEACHERS' ASSOCIATION

FORTY-SIXTH ANNUAL MEETING

HELD AT

LANSING, MICHIGAN, DECEMBER 28-30, 1896.

OFFICERS
OF THE
MICHIGAN STATE TEACHERS' ASSOCIATION,
FROM 1860 TO 1894.

STATE TEACHERS' ASSOCIATION.

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 L. O. Hall, Niles.
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 J. J. Hanshue, Lansing.
 Ellen Creyts, Lansing.
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 Allie Weeks, Dansville.
 L. S. Norton, Jackson.
 Eliza Smith, Laingsburg.
 Mary Hankerd, Henrietta.
 Jennie Hankerd, Henrietta.
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 Gracia Frederick, McBride.
 Oveda Frederick, McBride.
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 E. H. Harriman, Lansing.
 Pres. Angell, Ann Arbor.
 G. L. McCulloch, Jackson.
 F. W. Weller, Vicksburg.

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 H. A. Macklem, Marlette.
 V. W. Heydlauff, Munith.
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 Nettle D. Sloane, Constantine.
 Lida Sloane, Ypsilanti.
 Katherine Harris, Port Huron.
 Lottie Radcliff, Cadillac.
 H. Edwards, Agricultural College.
 Delos Fall, Albion.
 J. B. Field, Parma.
 Laura Pullen, Coldwater.
 Winifred Bartlett, Adrian.
 Alta M. Hillard, Fowlerville.
 A. F. Bruske, Alma.
 Metta Ellis, Albion.
 Elizabeth Glover, Albion.
 Hattie Lawrence, Lansing.
 John B. Nykerk, Holland.
 Nina Clark, Chicago, Ill.
 Mattie Randall, Lansing.
 Beatrice Mary, Lansing.
 Jennie Thomas, Howard City.
 Louise Lilly, Grand Haven.
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 Hamilton King, Olivet.
 Lorin D. Millsman, Olivet.
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 Frances G. Lewis, Saginaw, W. S.
 Isabell Herrig, Saginaw, W. S.
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 Kate Ryan, Lansing.
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 May Brosseau, Hastings.

Gertrude Slingerland, Hastings.
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 Della Smith, White Pigeon.
 Leo. Barker, White Pigeon.
 Lulu Stephenson, White Pigeon.
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 J. W. Simmons, Owosso.

E. L. Briggs, Coldwater.
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 Belle Noble, Grand Haven.
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 Mrs. C. C. Freeman, Lake Odessa.
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 D. P. See, Edenville.
 Sarah Fillmore, Midland.
 Lola Sanford, Edenville.
 Agnes Menery, Coleman.

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NOTE.—The occasional failure to obtain postoffice address is due to a misunderstanding on the part of some of the collectors in connection with the turning over of the written receipts.

MICHIGAN STATE TEACHERS' ASSOCIATION.

REPORT OF THE FORTY-SIXTH ANNUAL MEETING.

PROGRAM.

MONDAY, DECEMBER 28,

P. M.

Opening Exercises.

Music.

President's Address, Prof. C. O. Hoyt, Ypsilanti.

Music.

Child Study Round Table, conducted by Supt. W. J. McKone, Mason.

EVENING.

Address, "The Beautiful as a Phase in Education"—Dr. Arnold Tompkins,
Illinois University.

REPRESENTATIVE HALL,

Lansing, Mich., December 28, 1896.

The suggestions last fall sent out by President Hoyt to county commissioners and teachers throughout the State, asking that they do all possible toward securing an increased attendance at the session of '96, received such a cordial response that an unusually large number flocked to the capital city to profit by the exchange of thought which each year sets in motion the current of educational progress in Michigan that otherwise would doubtless become sluggish or stagnant.

The increased attendance was very apparent even at the opening session; and by the second day the tasteful white ribbon badge prepared by Treasurer Blodgett and given out on receipt of the membership fee, was very much in evidence in all parts of the capitol, as also on all the avenues of approach. But perhaps the most substantial attestation of the good attendance was given when the treasurer's report came to be read, which showed all expenses paid and a small balance in the treasury in lieu of the usual deficit.

Representative hall was filled to overflowing when President Hoyt called the meeting to order, saying:

It is with pleasure that I see so many of the teachers at the opening session of this, the forty-sixth meeting of the State Teachers' Association. I am glad to welcome you. We hope the session may prove profitable, and that we may go from this meeting feeling that we have something we can take with us.

Rev. F. L. Thompson conducted devotional exercises, which were followed by "Moonlight on the Rhine," sung by two students from School for the Blind.

PRESIDENT'S ADDRESS.

C. O. HOYT, YPSILANTI.

The educator, having first caught the true spirit of the teaching profession, is met by two serious problems. His pedagogical creed, whatever it may be, may be said to have two supports. There are two vital elements entering into his plans, his methods, his theories. On the one hand the affairs of society, with all its intricate problems, engage his attention, while on the other hand he is intimately associated with and is directly interested in the child. These two great forces are attracting the interest and engaging the attention of the earnest, observing, and thinking teacher of today. Upon the solution of the grave questions growing out of them depends the character of our future pedagogy.

Society thinks, moves, and has a being, distinct and apart from that of the individual members comprising it. There are impulses often leading to irrational action. There is a sophistry, so often apparent, and which controls the mob and works destruction to life and property. Often great intensity of feeling is manifest—thus constituting improper motive, which leads to strange and unheard of acts. All this is not the sum of the thoughts, the feelings, and the acts of the individuals entering into the mass; but society possesses characteristics and relationships that are distinctive and peculiar; characteristics that, while peculiar and exceptional, are nevertheless formulated and directed and executed in accordance with the character of each individual concept or volitional act. Such being the case, sociology is therefore one element entering into consideration in the formulation of any educational creed or doctrine.

Society is composed of individuals; and these individuals once as children were not only members of society, but were the especial care and concern of it. The child was endowed with an inheritance of body and mind. He was placed, through no choice of his own, in a given environment; and under these conditions, and these alone, he grows and at length becomes a part of the superstructure of civilization. He was a creature of impulses. Through the application of the forces of education he becomes an individual of well directed action, or without the application of these self-same forces he is an aimless wanderer or a dangerous citizen.

By the application of a proper stimulus to the quickly responsive life, society may transform and cause to spring into activity, forces that will give back to it men of giant intellects and controlling energies. Through an improper stimulation of nerve organs there enters, with a force that is irresistible in its onward march, an element demagogue in character

and disloyal to all that is good or true or beautiful. Thus the child is under the care of society. At last, having been influenced by his inheritance and controlled by the suggestions of his environment, the child becomes a factor of and a controlling power in the affairs of that which made him possible. All the forces of life that have acted upon him tend to react upon that life itself. In fact, the child will do for society as much as society does for it, and the man will understand life and know how to live as society has understood and appreciated the child. Look out into the world. See the philosopher at his study, the scientist in his laboratory. Behold the busy marts of trade, and thus behold success or failure. Turn to the cradle; and there sleeping, unconscious of the bounties of the future, lies a bundle of infinite possibilities that may lead a nation or wreck the state. A little child shall lead us. But what is the child? "What is this little lump of flesh breathing life and singing the song of immortality?" The wisdom and philosophy of ages upon ages have asked this question and still it remains to be answered. It is the central problem of the universe. As the child is the climax and culmination of all God's creations, so to answer the question "What is the child?", is to approach nearer the greater question, "What is the Creator and Giver of life?" As the poet said:

A babe by its mother lies, bathed in joy ;
Glide the hours unnoticed, the sun is its toy:
Shines the peace of all being without cloud in its eyes,
And the sum of the world in soft minature lies.

Shall we select as the principal theme of our study this "sum of the world?" In the mastery of the mysteries related to its being lies all that speaks for the future of society and of human progress. Let the exercise of the same persistence, thoroughness, and accuracy that have been employed in the investigations of child life,—let the attention of the scientist, of the careful investigator or of the faithful teacher who bears the brunt of the toil, be directed first of all to the needs of civilization, as viewed by the light of past ages. Then let attention be given to such courses of study as are demanded by advanced conditions of society or to such methods of school discipline as are required to make good citizens under a republican form of government and, we apprehend, they will soon discover that the art and philosophy of education demand new lines of investigation. This demand is in response to the yet incomplete results already foreshadowed in past investigations of child life. Dr. Hall says that in general these results show us that education is applied biology and that the only standard of value, the only philosophy of education, is the nature and needs of the growing child; and therefore we may look for a new philosophy of education.

Sociology and child study are independent. If a theory of education rests on these two pillars, if order and progress are the two vital forces of society and these are the two watchwords of education,—child study means something. It imposes upon the educator the duty of addressing himself to its consideration with the same intensity of thought with which he has applied his energies to the apparently greater problems of social life. He finds himself admonished to contribute something new to the scientific study of educational problems,—something that will compel the world more thoroughly to appreciate the

child himself, and then, by the application of the scientific deductions made possible by each individual contribution, make education a real force that will lead to order and progress. In this way the school is made, for the child and the teacher, the great social institution in which they for the time are to live. A preparation for the future, not merely a means for an end.

None are ready or willing to admit that there is no value nor utility to be derived from the study of the principles of education. Likewise it must be agreed that in the past the careful study of children has been the foundation upon which has been reared educational progress. An important distinction exists. In the past the individual student or teacher has relied upon natural ability or intuition for results. The present study is scientific in its nature, and the great problem is to get it into the schoolroom. This being accomplished, it is hoped to deduce in a scientific way some results that are practical, and then to find teachers who are able and willing to cast aside their educational creeds, with their finely spun theories of correlation, Herbartianism, or anti-Herbartianism, and who will apply these results for the good of childhood.

In every prominent college or university in the United States there is now a well filled chair of physiological psychology. To many this means little, but the future will show its value. In this way the scientific phase of the study of educational doctrine and principle is coming into our schools by means of men who have assimilated some line of scientific investigation of child life, and who at the same time are practical school men. Through their influence and teaching their teachers will become investigators, being taught to make accurate descriptions of children. This Dr. Warner of London considers of greater value in the training of teachers than the study of metaphysical psychology. Growing out of the ability wisely to determine the mental type of each child, thus comes an application of principle leading to a greater and more perfect individualization in all teaching.

Two exceedingly important elements enter into the development of character,—early social environment and hereditary endowment. If the teacher would make one practical application of results already reached, she must go back of the school. She must go into the home and from that, as a starting point, continue her study.

From a careful study of the opinions of many of our best educational writers I am firmly of the opinion that the first and great duty of every teacher is to diagnose the personality of every child placed in her charge. Let there be made a careful investigation of the mental, moral, and physical conditions of each little one. Study this personality scientifically, not with the view of contributing anything new to science perhaps, although this may be done, but with one thing constantly in mind,—that there may be presented to the child the right conditions for proper action, physical, mental and moral, conditions that are adapted to the personality of each person. And what will this mean? Will the supervising officer find constant violation of every known principle of education? Will he not find in such a school, first of all a benign and sympathetic influence of teacher and child? Love sits supreme there because there is a reason for this form of sympathy. Years ago this was a fancy picture; but today all over this broad land thousands of noble women are teaching children, easily, skilfully, scientifically,—because they are

coming to an understanding of each individual nature and character. The schools demand such teachers; they will have them. It may be many years, it is true, before this is realized; but child study, as far as present results show, gives us this idea of the tendency of education. Through it, and it is believed by it alone, the teaching profession will be given the means of making this personal study and treatment of personality.

It is agreed, also, that the present function of the study of children that has reached such proportions, is to test "theories and methods already known and accepted." That this is being done is readily attested. Who is not aware of the thoughtful care and attention that is being given to courses of study. The tax-payers and parents are demanding results. They measure us by their standard of fifty years; we measure results by what is known of life. We have experimented in the past, and we must admit that results have not been all we had fondly hoped. The demand is for the practical, and justly so it seems. As has been shown in recent years, the application of the proper environment to the known needs and conditions of the child, as found in a personal study of him, will give to society a responsive action, answering this properly applied stimulus of the right forces of education. Society must be shown that these stimuli may come from the teaching of science, history, music, and art, as well as from the "three R's." Thus we will preach the *practical* once more, but it will be the practical that is needed by the future.

Quoting from a recent writer upon educational problems, some of the plainest before the teaching world are mentioned; among others it was urged that the more important were, first of all the study of defectives found in large numbers in every school. There are thousands of children who are condemned as hopelessly dull, who are partially deaf or blind. There are thousands of other children to whom the brain power necessary for attention is not given, among whom are many whose motor nerve centers are decidedly out of order. Many other children are suffering with incipient diseases, and are nagged and worried because they can not possibly do the work given them. The teacher does not understand the impossibility. The seeds of grave disease are in many children; they should be anywhere but in the schoolroom. Some need special physical training; others need manual training for a time at least. Again, a question of no little insignificance appears to be that related to the rural schools. We are led to inquire into the cause of so many boys leaving the school and the farm at an early age and coming to the town or the city—then, as is often the case, to make a failure of life, largely perhaps through a lack of equipment which should have been given in the home school. We can but wonder whether, if the boy had been better understood by both parent and teacher and if the State had better understood his needs, all this would not have been different. Again, why do so many boys in the graded schools leave long ere they have secured even the rudiments, and at the time of leaving have nothing of a practical value? It is not the purpose to discuss these questions; but in this connection we are led to inquire if society has not a function to perform, as well as the school. These are becoming not only educational problems, but sociological ones as well. Any state, city, or town will have just as good schools as it demands, and no better. The schools will give the results demanded of them by society, and no other. It seems that teach-

ers are ready to undertake the solution of these problems, but they will need help; and standing ready to lend needed assistance are physicians, specialists, and even the parents themselves.

The leading question of the day is the education of children. The people are interested. Periodicals, journals, and magazines are dealing largely with topics concerning schools and present methods. The outcome is apparent. This has led to the much needed coöperation of parent and teacher. The results thus far have been so great and, as an outgrowth of the Mothers' Meeting, such lasting good has been accomplished that none may doubt its utility. I believe the greatest good to the schools and to the children that has been accomplished the past year has been through the influence of the meetings of mothers and teachers. In one city thirty-seven societies representing more than four thousand mothers have been organized in the public schools. This movement likewise has spread to many other cities, and is proving exceedingly far-reaching in its influence. A national meeting of mothers has been called to meet in Washington in February next. In this way plans will be formulated to carry forward an educational movement which shall be devoted to the interests of their children. We gladly hail this assistance and bid the mother of the child welcome to our school. She will become a participant of this little social life in which her child spends so many of his precious hours.

When the supervising officer no longer spends valuable time in his cosy office on the compilation of dry statistics that are of no value, when there is school supervision instead of political intrigue, when the teacher *teaches* and in her teaching follows principles and laws of life instead of being led by traditional prejudice, when the mother learns to make the home a school and helps to make the school a home for her child, and when all unite in endeavors to understand him, fully, minutely, and accurately,—then we may look for a union of the two hitherto opposing forces of sociology and our pedagogy. Society, to be helped, must get down and help the child. The response will be felt in ages to come. Mistakes will be made, but day by day we shall reach out for something better and nobler and grander for the children. Society demands a better education; and the honest, faithful teachers of America, working to solve these great problems of human progress, are willing to sink themselves into a study whose outcome is to benefit humanity and the world. They work not for present reward nor for results that will daze the world; but they hope to leave behind them a voice that in the distance, far away, will awaken the slumbering ages.

CHILD STUDY ROUND TABLE.

CONDUCTED BY W. J. MC KONE, MASON.

The conductor's introductory paper was as follows:

The pendulum is frequently made use of by writers and speakers as a figure in describing various educational movements. It is a fact that we have in many instances swung from one extreme of view and practice to the opposite one. While the figure is, therefore, not altogether an inapt one, it lacks in certain essential qualities. Movements in educational matters are not isochronous. Some are so slow, retarded, and protracted that they are better spoken of as growths or developments, while others are so rapid, incisive, and radical that they are more fitly described as revolutionary.

Again the arcs of vibrations are not of equal amplitude. Not many years ago primary as well as secondary schools were alike teaching, or attempting to teach, the essentials of English grammar. A movement away from this line of work began and rapidly swung to what is called language lessons. Teachers' associations and institutes all had language lessons on their programs. School journals were replete with cut and dried stuff. Publishers were not slow to detect the trend, and a flood—almost a deluge—of language books, good, bad, and indifferent, was the result. The limit of the arc has been reached and we are now swinging back, but fortunately will never reach the old position; on the contrary we will find the point where language, grammar, and literature may each perform its proper function in the education of the child.

Within all our memories psychology, when studied at all by teachers, was speculative and theoretical; was not supposed to have any relation to, or connection with, life or living things or the present; had no bearing on the problems of every day experience in the school room; was not for teachers, but for philosophers. The pendulum began to vibrate. Motion was seen in certain books being placed on the teachers' reading circle lists, then in the questions issued for the examinations from the State department. Next, institute workers talked on perception, conception, presentative and representative powers, the sensibilities, and the will. Teachers were urged to and did read White's and Putnam's pedagogies, struggling bravely and heroically (for no more loyal class of workers live than teachers) to try and understand what they blindly supposed their institute instructors did. They failed. But these things died out of the institute and the association, the reading circle and the examination questions. At length some voices were heard that for years had striven in vain to be heard. We were not told now to study psychology, but the child. Wonderful discovery! Literal thousands of conscientious teachers welcomed the glad dawn of an era of rational psychology. Unprecedented demand was made for books and papers. Men who had worked for years unknown and obscure, suddenly found themselves famous and sought for because they had something to say on this subject. Young men achieved success almost instantly who, because of their previous training, were able to take up and prosecute work and get results quickly. Hundreds and thousands today are getting broader and more intelligent conceptions of teaching.

This new line of work is natural, reasonable, and logical. It does not make a study of systematic psychology impossible. It makes a study of systematic psychology possible by creating a desire for it. It makes such study imperative by creating a love for it. It is a study of life—human life—divine life—the child. It is not the greatest movement of the century. It is simply a part of all progress. It makes many hoped-for things possible. Many things are being said and done under the name of child study, unworthy of the name and calculated to bring reproach upon the movement. The same may be said for any other new movement.

But I must not consume more of the time. It is impossible to measure the good done and the good influences set in motion by this vigorous study of child life and growth. In our program for discussion we have endeavored to touch somewhat briefly all phases of the work; to show the scope of the work as well as to indicate the progress of the work in Michigan.

DISCUSSION.

Program.

1. The Aim of Child Study and the Field Covered.
2. What has been and what will be the effect of Child Study on the Teacher.
3. Place and Function of the Mothers' Club.
4. Present Status of Child Study—the Whole Field.
5. Reports from Michigan.

SUPT. S. B. LAIRD of Lansing took up the first topic saying:

The ten minutes assigned for this work is simply sufficient to give a few suggestions.

The theme of child study is not a new one, but is as old as any successful work in character building, whether done by parent or teacher; but during the last few years more methodical, and we trust more scientific attention, has been given to the subject, so that now teachers can feel that something has resulted from their labors.

The work of the teacher is as high above that of some of the ordinary occupations as is the nature of the material on which he works in its importance and possibilities above that of mere inanimate matter. If we should ask a skillful mechanic what are the qualifications for his position, he would probably say, first, a knowledge of the material to be employed; second, a clear idea of the result to be attained; third, a thorough acquaintance with the instruments to be used; fourth, a knowledge of the methods of handling the instruments so as to bring about the desired results. If these are the qualifications for what may be termed the lower realm of work; namely, that upon inanimate matter—certainly we, workers in a higher realm, cannot complain of the qualifications required.

The consideration of this first qualification, the material upon which we labor, confuses while it saddens. The aim, then, of child study is to answer this first condition. It recognizes the three-fold nature of the child, and seeks for a fuller knowledge along each line and with each individual pupil. In brief, the aim of child study is to secure a larger measure of accurate, practical, and applicable knowledge of the child, considered physically, mentally, and morally, with a view of using this knowledge in his future training and development. The field covered finds its natural boundaries and limitations in the complex nature of the child. I can barely, at this time, touch upon the physical aspects of education as aided by child study, leaving the two very important ones, the mental and moral, to those who follow.

Given, then, a school room filled—not with ideal children living upon an ideal plane, nor yet mythical children, the creations of fancy, inhabiting the vast somewhere, but real children of flesh and blood, muscles and nerves, senses and volitions, hopes and fears, ambitions and dreams, gathered about the teacher in some of those

wonderful architectural structures of thirty years ago,—and what has child study done for this, the common condition under which the teacher is placed? Child study has taken cognizance of the quantity and quality of the air breathed by these pupils, has considered the volume of light entering the room, first from the standpoint of its sufficiency and, second, whether the seats are so placed as to give the child the largest measure of benefit from the amount of light received. Both of these phases have been emphasized by child study, and conditions improved so far as architectural possibilities permit.

Child study, then, has approached the child a little closer and taken an inventory of the condition of his senses with a view of determining first, their alertness; second, whether any of them are defective. The eyes of thousands of children within the past few years have been examined, and the results have been startling in character. In the December Journal of Education there was a record of an official examination which occurred in Baltimore, where fifty-three thousand children were examined. The report states that the vision of over nine thousand of these was found so defective that it was considered best for them not to attend school longer, while over twenty per cent of the entire number were found to have defective sight. The hearing of perhaps an equal number of pupils has been tested, and even a larger per cent have been found to have defects in that organ. In many cases those dull of hearing have occupied the back seats, so that half the instruction given by the teacher from her position in front, could not be heard by them and being reproved for their lack, a feeling of discouragement and sometimes indifference has seemed to take possession of them, and thus the hopes of a scholarly education were frustrated. The nostrils have also been examined with a view of determining whether that baneful disease known as catarrh was impeding the normal action of the mind; for it is a recognized fact that people suffering from that disease are not able to remember as well, nor to carry on any operations of the mind under such favorable circumstances.

Child study has also recognized the fact that there are conditions of fatigue reached in the school room which, if recognized by the teacher and followed by a proper measure of rest, will secure the accomplishment of a larger amount of work under much more favorable conditions.

Child study has also discovered the truth that the ability to control the smaller muscles of the fingers and hands is in inverse ratio to the age of the child. Hence the work in the primary grades, in drawing and writing especially, should not be on a small scale, but rather on so large a scale that the larger muscles of the arm can be used. Thus in the primary grades blackboard work with the full arm movement has come to be found the very best preparation for advanced work; and larger forms of drawing, rather than the small ones, have also been found to conduce to the same result.

Child study has likewise attempted, by observing the whole physical make-up of the child, to determine his temperament; *i. e.*, the natural tendencies of the mental and moral nature, with a view of subjecting each to that method of treatment which will be most helpful.

The aim, then, of child study is a high and holy one. If some of the results attained seem to be impractical thus far, it should merely serve to impel us to closer study and more untiring effort. We believe that the brightest spot in our educational horizon today is child study practically considered, and the knowledge thus derived wisely applied.

In the absence of Supt. Kelly of Mt. Pleasant, who was to have continued the discussion, Mr. Laird was urged to extend his remarks and further said:

Having briefly considered the physical aspects of education as aided by child study, we will consider for a moment that of the mental. Child study in this department has tried to discover what the condition of the mental faculties is with a view of adapting educational work to the proper development of each. It has also emphasized the fact that often, when a child enters school at five, there is a barrier existing to all normal development by reason of what may be termed abnormal self-consciousness. By that I mean that the mind of the child, which, it seems to me was intended by the Creator to find its course of activity in external things (since the perceptive faculties are first developed), has been turned in upon itself, so that he comes to think that people are watching him, thinking about him,—ofttimes to his own dis-

comfort, sometimes to the awakening of an undue spirit of pride. This condition, which I regard a very serious one, can be best treated in the kindergarten; and I could wish for every Michigan child that a two years' training under a wise kindergarten might be had, in order that all traces of this hindrance might be removed.

A few days ago an illustration of this came within my observation. A little girl of perhaps three years of age had been taught to say a few lines of poetry, and all visitors were requested to listen while the recital took place. It needed but the casual glance of a teacher to discover that the little one had really learned how to "show off," and that the experience was working its baneful influence upon the little life.

Child study has also aided in no small degree in the development of the moral nature of the child. In order that we may do anything for this department of his education, we must know where to begin; and in order to discover what are his present standards of justice, and whether the motive of the act in any sense is considered by him, we must catch him off his guard, and, by certain questions to be answered in writing, determine what his real thought is about some of these things.

To illustrate: A short time ago in our work an exercise like the following was given to some of the grades: "A girl of nine has a playmate of seven who has not a good home and has not a sufficient amount of good, healthy food. She is sorry for him and desires to have him come to her home so that her mother can give him a good supper and thus make him happy. Fearing that he would not come on a direct invitation, she deceives him by saying 'If you will come to our house tonight, you can play with our dog.' She has no dog. If you were her mother, what would you do with her for thus deceiving?" Over against this we placed another, something as follows: "James is angry at his playmate and desires to have him punished. In order to secure this he tells a lie about him and attains his end. James' father finds out about the matter. What do you think his father ought to do with him?"

The design in this work is to determine what the standard of justice in the minds of the children is, and to test whether motive is considered at all by them. The information thus received of course in a certain sense was colored by the home training, and somewhat by school training; but still it enables the teacher to know the thoughts of the child about these things, and then if wrong, to correct them. A fifteen-minute exercise by means of a well-directed story might have the desired influence in elevating the moral standards of the children.

Much more might be said along this line did time permit. Not only is the knowledge secured through the aid of child study an important matter, but there must be a desire—yes, a strong determination to use this knowledge on every possible occasion; and if this be done by each teacher in her own sphere of work, much good will come to her through the benefit of an increased sympathy for all unfortunates, and much good to the child from the better conditions under which he will be placed.

Supt. PATTENGILL: It seems to me that this movement takes the place of the study gained by the old-time schoolmaster in "boarding round." The child at home, the child in school, the child on the school ground are different individuals. We should study the child in all these phases.

Supt. R. D. Briggs of Howell presented the second topic, "What has been and what will be the Effect of Child Study upon the Teacher?"

Almost any phase of child study has a charm for the true teacher and not alone for him, but for every person who loves children. He who does not love children and find joy in the unfolding of the child soul should have no lot or part in the teachers' heritage.

Many true-hearted parents and teachers have had very erroneous ideas of what child study really is, and as a result have stood aloof and been content to dub it a fad and lend their influence to those indifferent to the needs of children and opposed to their better development.

The systematic study of children in this country was begun in 1879 when four kindergartners of Boston, acting under Mrs. Quincy Shaw's lead, took three or four children at a time aside and endeavored to find the contents of their minds. From that beginning child study has run the gauntlet of spirited criticism both from within and from without the profession till today it needs no apology for its existence nor begs for recognition. Indeed Dr. Krohn, in 1893, in his report asserts that "Scientific child study is uppermost in the minds of intelligent parents and teachers

and is receiving careful and painstaking attention at their hands, it is certainly in the air that the average teacher breathes, is more than a fad and is among the most practical and practicable of studies." It is clearly apparent that it has a most excellent effect upon the teacher. By careful observation of children the attention of the teacher is divided from abstract themes and mystifying discussions and is focused upon the concrete child as he lives and moves and has his being in the school room. So noticeable has been the effect that Principal Russell, of the Massachusetts State Normal School, has felt impelled to say "That the practice of child study is primarily and directly for the sake of the teacher, indirectly for the sake of the child, and incidentally for the sake of the science. At first this seems like an extreme view; and yet one is forced to admit that one of the best results of this kind of work is the effect upon the teacher's own life and methods of instruction, freshening him and keeping him in loving conscious contact with the child he is endeavoring to lead.

There can be no doubt but that child study has been of incalculable advantage to many teachers and that its benefits will become increasingly marked as teachers receive more light upon the subject and learn better methods of studying the child. I am sure that there are some before me today who can date their emancipation from ruts and routine to their taking up of this work.

Many an earnest teacher and parent has felt that child study was too difficult for him to undertake, honestly believing that special training and costly apparatus were prime necessities, forgetting that the most favorable conditions for observation are to be met with in the school and home relations with the child. When the child is placed in a new environment he ceases to be natural, almost loses his individuality, and careful indeed must be the handling then to learn the secret working of his mind. Love begets love. Confidence brings confidence to the child. Every broad minded and true-hearted teacher can with a little patience draw out the budding soul and make the contents of the child mind an open page.

Psychology should go hand in hand with child study, the one the key to the other; the one furnishing the laws for the working of the mind and for its development, (these laws being the same for the child as for the adult) and so giving the teacher the necessary help to handle his subject, the other furnishing the data upon which psychology is based.

The experience of those who have done most, I am sure, will attest that it is no easy task thoroughly to study a child. Most persons have been surprised to find what a draft it made upon their time and energy, but here as in every other field the reward is commensurate with the exertion put forth.

A deep insight into child nature can only be had by patient, persevering, persistent contact with children. I am inclined to think that most of the failures (and there have been many) can be traced to the attempts to study children from books; and from what has been said by those who have done their own observing, I am positive that the reading of articles on child study is about as profitless an employment to those who have never studied children themselves as can well be found. Thanks to the few enthusiastic pioneers who have devoted their lives to child study, these articles usually awaken an interest in the study.

Most teachers worthy the name are really making an honest attempt to study children in rational ways, and the verdict is unanimous that increase in teaching power and love for the profession are in direct ratio to the efforts made to study pupils individually. The result has been in the direction of better teaching, better governing, and more wholesome school sentiment.

While we can cavil about Prof. Russell's proposition, yet the abiding benefit eventually comes to the child in the form of better and more symmetrical development. If the study were for the benefit of the teacher primarily, and the effect upon the child were an after consideration, would it not then be worth the effort of those who have consecrated their lives to the work? I am inclined to think it would pay even then. Remember the old adage bears out the conclusion, "Like teacher, like school;" and the individual child, the school, home, and community, are surely benefited thereby.

So long as child life bears so unmistakably the stamp of divinity and the child soul reflects the love of Him who suffered little children to come to Him, so long child study will continue to be the perennial spring of inspiration for teacher and parent; and we must not forget that parents are just as eagerly taking up this work as teachers. The spirit of co-operation shown in the Mothers' Clubs, where they have been tried, is surely gratifying.

This phase of the study has done more to correct the wrong notions existing in regard to child study than any other. When the community finds out and feels that

this part of the teacher's work is in the line of treating children as individuals, and aims to round out and develop the child's character and relieves the monotony of the ceaseless class routine, it appeals to the affection of every right hearted parent in the community and invites harmony and co-operative effort. This bringing of parent and teacher into better relations and harmonizing methods of child handling in home and school, means much for our schools and school systems.

God speed the time when individual child study shall be a pre-requisite for a teacher's license and facilities shall be afforded at every normal school; yes, every school that purposes to fit young men and young women for teaching, for this will most effectively close the gate against the annual flood of would-be teachers whose only qualification for the teacher's position is that they are without other employment. Then will dawn a golden age for education, when the god of our boasted education shall dwell in the teacher's heart and his best loved temples shall be the school rooms, and the sweetest incense offered upon his altars shall be the sacrifice of the traditions and customs of the past. Then the teacher, under the divine guidance and inspiration, shall rule by love and we may expect the fairest fruitage of child character.

MARTHA SHERWOOD, Saginaw, E. S.:

If teachers spent time enough to understand the motives and nature of the child, it would count for as much as would the same amount of time spent in correcting language lessons.

SUPT. E. P. CHURCH, Lansing:

It seems to me that any one who has been a long time engaged in teaching will, perhaps unconsciously, have been engaged in child study. My first experience in teaching was not in the public schools, but in the reform school of a neighboring state; and I find that, without knowing that we did so, we laid down certain rules and formulated certain plans which were in line with the child study ideas advocated today.

In order to do the best work, the teacher must understand each individual child; one is over-confident and needs to be held in check, another is timid; and if there is one thing that a teacher should do, it is to study not to step ruthlessly upon the tender sensibilities of the child. It is well, also, to know what is going on in the home. Some children are taught in the home to do things that we do not like at school; and I have had to settle many quarrels which arose from some boy saying, "My father said if that boy sasssed me I was to lick him." If we understand more of the home training, we shall know how to meet these things. The great work of the teacher is to take the boy or girl and make the most of a man or woman out of him that is possible under the given circumstances, and to encourage them in things in which they can succeed, and discourage them in attempting things in which we know they cannot succeed.

L. R. FISKE, Albion:

It seems to me it must be true that the more we teachers know of those whom we are to teach, the better qualified we are to teach them; and thus child study will be of immense value to us as teachers. I think we can learn a great deal about pupils by watching them day by day, by watching the effect upon them of the instruction we give them, of knowing about them when they are outside the school room. I doubt very much whether the teacher will be benefited very much by testing them and then withdrawing his attention. I do not believe you can tell very much from the complexion, the color of the hair, the color of the eyes, and a great many other things, as these things will vary so much. There are certain things in the early years of the child which produce certain manifestations, and these need thoroughly to be studied in order that we may know the child. We need to learn all we can about every young person who is under our instruction, and surely the more knowledge we get, the better will we be able to do our work as teachers.

Harriet Marsh of Detroit proceeded with the third topic, "The Place and Function of the Mothers' Club." She said:

Those of us who were so fortunate as to enter this world before Reform's ruthless hand essayed to destroy the myth, the allegory, and the fable, can doubtless recall the story of the colored glasses; and, as I utter these words, many minds will travel back to the time when we, as happy children, watched those other happy children

as they sat before the glowing grate and talked of the wonderful pictures their colored glasses conjured up before them in the burning coals. We remember the surprise expressed when it was found that each saw different objects, and smile to think that the apparent miracle was merely the result of their own imaginations aided by the colored glasses each child wore. The story has long ago faded from our minds, but the moral remains; and you and I, dear friends, are today looking at the educational problem in exactly the same way, each gaining only that glimpse of the truth which his own mind, aided by the colored spectacles of his own particular environment, enables him to see, not always realizing that it is only as a wider intelligence and a stronger vision aid us to discern more clearly, that these marvelous glasses retain less and less of their own particular coloring and allow a broader flood of light to fall across our darkened pathway.

One need only look at our own history for the past half century, to find a verification of this statement or to realize the partial failure of our own experiment. An ever increasing population renders present means and methods totally inadequate; and, in addition, we are confronted with an army of truants soon to become an army of criminals, babies smoking cigarets, lads of fifteen "holding up" belated pedestrians, and a nation of children whose total disregard of others' rights renders them too often a menace to life and property. Is it surprising that the child who destroys trees and fences unrebuked finds it hard in later years to distinguish clearly between his property and others, or that his uncontrolled temper and swollen exaggerated ideas of his own rights lead him, upon the least provocation, to seek justification in murder or suicide? How can these evils be met? In one way only,—by providing a system of education which shall cultivate the child's heart and allow his sympathies to flow in all healthy channels. As well might one separate the delicate and intricate machinery of a watch into three parts and expect it to keep accurate time, as to educate the child's intellect without reference to the fact that his nature is three-fold! But how shall this need be met? I make answer that the first step toward lessening the evil must be found in the co-operation of the mother and the teacher; in this way only can the awful gaps between home and school life be closed, and intelligent, uniform training secured to the child. Co-operation may be brought about in many ways, the easiest of which is, perhaps, found in the introduction of the Mothers' Club.

I have spoken so often on this subject that it is no doubt unnecessary to remind you of the many reasons which, to my mind, render this subject one of national importance. Believe me, dear friends, the right of female suffrage cannot help us in fighting these evils one-tenth as much as an honest, conscientious, intelligent preparation for teaching and motherhood; and how can this intelligent preparation be made unless the mind of the mother and the mind of the teacher meet, and how can they meet unless mother and teacher discuss together these subjects of vital importance to the child? The value of any educational movement must lie in its simplicity, its adaptability, its usefulness; here is a device which meets admirably all three requirements.

The club should be held in the school room, as many mothers will meet there when too diffident to enter a neighbor's home; then again, this arrangement familiarizes them with the school and renders future visits more probable. Its machinery is exceedingly simple. No officers are needed save a president and a secretary; no list of members should be kept, as such formality often tends to frighten away those who most require its assistance; there should also be an entire absence of dues; and, if selfishness, politics, and sectarianisms are kept out of its work, it cannot fail to be of inestimable value to any school or neighborhood.

Its adaptability is unquestioned, as each district decides its own particular line of activity, while its function is to aid in any work which can benefit the child. Thus in some schools it may be made the means of teaching cleanliness, the need of sleep, proper care of the body, prevention of sickness, the evils which arise from allowing children to run the streets, especially at night, and the great demand for attractive homes; it may also be made an important factor in preventing tardiness, loitering on street corners, the use of cigarets, profanity, destruction of private property, the circulation of improper literature; and last, but not least, it is the medium by which comfortable clothing can be supplied to suffering and helpless children. One school has made an exhaustive study of the subject of cooking, and upon being asked if the club ever considered "subjects of an ethical nature," replied that all subjects are ethical under proper treatment, and also ventured the opinion that the mother who learns to see the connection between badly cooked food and a

poorly prepared spelling lesson, between heavy bread and an intemperate husband, is far on the road to the solution of many vexed educational problems. We have lived long in the clouds; it is time that mother and teacher walked together among the simple realities of life. Each needs the help that the other alone can give; it is the only way by which we can close the awful gaps which now exists in our system of education.

Large sums of money go yearly to aid the work of missionaries on foreign shores, and this is all right; but did it ever strike you that it is a trifle inconsistent to send money to people some of whom bring up their children better than we? A few days ago Detroit had a "criminal Sunday" and many plans for the protection of the weak and erring were discussed. Might it not be better for mothers and teachers to work together for the protection of the child *before* he becomes a criminal? As I write these words, the Christmas moon is bathing many, many happy homes in her pure, silver light; and as I watch the windows which even now twinkle as stars in the frosty firmament, I know that little children are preparing for their nightly rest, and that soon the angel of sleep shall touch with gentle finger the eyelids now wearied with fun and frolic: but behind one of those windows dwells a child who will one day be a criminal, the tiny hand now so smooth and dimpled shall one day grasp the murderer's weapon, and the downy head, for which no pillow is now too soft, shall soon rest upon the hard pallet in a prison cell! Are we quite sure, dear friends, that he does not belong to one of us?

How many criminals do you think might have been saved, if mothers and teachers had worked together for the last quarter century? When will unnatural methods cease, when will we begin to work logically and naturally? God grant that the people of these United States, of our own loved Michigan, and of this association, may see their duty ere it becomes too late!

BELLE WALDO, Lansing:

The place of a Mother's Club, which has for its object the improvement of the child and his environment, is so obviously in connection with the public schools and with the help and co-operation of the teacher, that that part of the subject would seem to need very little discussion. The mother and the teacher are the two great factors in molding the direction and character of the child's life. The mother stands pre-eminently first, for to her is given the care and guidance at the most impressionable age.

The period of infancy, during which the physical adjustment is made to the life which surrounds it, is extremely important, as is well known. Dr. Fiske says that this prolonged period of infancy which is necessary to bring about these adjustments and which is the period of helplessness, lies at the foundation of the human family and therefore at the foundation of human society and our institutional life. No effort that the mother can put forth at this critical period that these adjustments may be made in harmony with the life that must necessarily surround the child, should seem too great in comparison to the object to be gained. The words "What is worth while" have received much thought of late; but it would almost seem that nothing is worth while but the proper development and training of those who will so soon take from us into their keeping, to make or mar, all that pertains to government, business affairs, the educational and religious interests of our land.

The moral side of the child's nature has been given a much larger trend than is often supposed at the age when the ordinary child enters school. The pages of that mind, I think, any primary teacher will bear me out in saying, are not so clear and unspotted as the watchful mother or the casual observer might expect. These first five or six years, therefore, are very valuable and demand the greatest thought and highest effort of the parent.

The individualization brought about in our schools by child study has demanded the co-operation of the mother in our work; hence the demand for the Mother's Club. We must know all sides of the child's life, and the insight gained into the home life by these meetings with mothers is very valuable. The antagonistic feeling, which we cannot deny has often formerly existed between mother and teacher, has in a large measure been removed, when a mutual understanding that both are working for the same end, namely, the best good of the child, has become recognized. The mother learns that a child's interpretation of a teacher's words and actions is often at fault, and the teacher learns to have sympathy for that deep mother love which sometimes blinds her eyes to any imperfection in her child.

It is becoming a well recognized fact that interest in a child and in childhood, though a fine characteristic in one's life, is not enough to insure his highest development. We may hang over his cradle, watch his lightest breath, enjoy each daily change and improvement; but if that interest be not supplemented by an intelligence, by a scientific intelligence, if you please,—that recognizes individuality, will power, heredity, and the laws that govern mind; an intelligence that has sought diligently for all knowledge that has a bearing upon the child's future growth and has consecrated it to that child's best development, physically, mentally, and morally,—this same interest may do incalculable harm. For the interest that develops an abnormal self-consciousness in the child, a trait recognized by all true teachers as one of the greatest, if not the greatest drawback to a free and perfect development, certainly does more harm than can be estimated.

Great minds have in the past and are at the present time devoting the best years of their lives to wide research in the realm of child life. A new world has been opened before the thoughtful educator and intelligent mother. The result of this wide research and study may be brought before the mothers in the clubs now being organized all over our country and taking a most prominent place in our educational facilities. A glance at only a few subjects taken up by some of the principal clubs cannot but impress one with the thought of the vast amount of help that must be carried into the many homes there represented. In our own State the club of the Hancock school, Detroit, sends out a program for the coming year (of subjects for discussion and lectures) that has been most wisely and carefully planned. The Buffalo, N. Y., club has discussed such subjects as "The Formation of Habits," and takes the psychological grounds that habits of courtesy, unselfishness, obedience, and promptness in performing duties, can only be formed by repetition. It has also discussed fatigue, keenness, loyalty of the senses, etc. The club at Normal Park, Illinois, gives a large part of its time to the discussion of physical conditions. Mrs. Ellen Jackman, its president, in a recent letter, says: "I am so well convinced that social and moral difficulties are closely related to physical conditions that I plan to spend much of our time in a study of this side." The ground mentioned and much beside, is fully and clearly outlined in the little book she has recently sent out, "How to Organize Round Tables." The subjects of food, clothing, care of body, sleep, exercise, periods of growth, children's rights, interests, fears, plays and games, and problems of discipline are helpfully outlined. If the discussion of these subjects, and the results arrived at from the same, could be followed up by wise and efficient action on the part of all mothers thus reached, it would be impossible to estimate the great good that might be achieved in our homes, and the corresponding good reflected in our schools.

One of our most earnest educators who has given much thought to all that pertains to child study, writes thus in regard to results of mother's meetings held in connection with his own school: "I think at least two general results have followed; the teacher has become more thoughtful of the individual pupil, the parent and teacher understand each other better and they more heartily support each other in consequence. But beyond the direct effect upon the school and teacher it seems to me we should seek by these meetings to arouse the mothers to appreciate the necessity of knowing their children fully, of securing their confidence and becoming their companions. A large amount of work must be done if the work of the school be not undone. Particularly is this true in instruction that makes for character. Our work, then, is to get mothers to see this truth; then to instruct them how to do their work."

In view of these thoughts, I would therefore say that the widest scope and greatest work of these meetings is the rousing of motherhood to an appreciation of her great privilege.

The great questions relating to purity of child life, the part she can take in the direction of home activities and in the reading and companionship of her child, must be brought to her notice. If the one thought only of securing and keeping the confidence of her child can be emphatically brought out and brought home to mothers, the movement then has not been in vain.

Who can tell the harm done to a child by evasion and embarrassment on the part of the mother, when he comes to her in all confidence with the great questions of life upon his lips. These questions will be pondered upon, the answers obtained somewhere. How much better that the answers be given with truth and reverence by the mother, as far as they can be understood. The great mystery of life may be made as beautiful and sacred to him as the mystery of death. It is *all* a mystery to him; but the latter is spoken of reverently and explained to him as

something beautiful, holy, and ordained of God, while the equally sacred mystery of life is met with evasion and perhaps left to be explained from the most vicious sources, in spite of all the safeguards we may throw about him. The strongest and surest safeguard is *knowledge* gained from the pure source of a mother's lips; and the child thus shielded by the armor of innocence and knowledge will be safe from the arrows of vile suggestion, and will turn with disgust from poisoned and impure information.

The parent and teacher can most effectively co-operate in securing to the child proper instruction; and when he finds that knowledge of himself is taught him as freely and frankly as other facts of nature and science, and when the "glamour of secrecy" is removed, many of the evil practices and many of the evil communications arising from the contact of children in our public schools will be removed and the schools become "fountains of good thorough scientific instruction."

The question of obedience could be very profitably brought to the attention of mothers. The fear that a blind obedience will be exacted of children and the will be broken, which would certainly be a condition to be deplored, has, I fear, led to an error on the other side. Parents are apt to forget that a blind obedience on the part of the child is enlightened by their own wider experience and clearer judgment, and that the will that bends to proper authority in unquestioning obedience, gains added strength for the duties of life; for must we not all follow the law blindly until our eyes are opened to understand what is the will of the Father concerning us?

Ah! there need be no fear but that subjects for discussion in a Mother's Club that has the co-operation of the teacher, will be many and broad. Much can be done with the subject of self control and the literature and amusements of children; and one subject I noticed recently as brought up for discussion in a Mother's Club was suggestive to say the least, "The Importance of Bringing up our Sons to be Good Husbands and our Daughters to be contented and useful Old Maids." There is more philosophy in the subject perhaps than might appear at the first reading.

And so I urge, let the good work go on. Hold to the idea throughout of a thorough interdependence of teacher and mother:—for when a mother can feel that her child passes from her hands to hands as wise and tender; that the teacher is aware of the great task before her; that she is thoroughly equipped for her work, socially and sympathetically; that she is imbued with the spirit of knowledge of child life and children's minds,—then will our ideal be reached and we be able to develop the threefold capacity spoken of in Hill's article on "Modern Ideals in Education;" namely, the threefold capacity to meet all the haps of life without hurt, and discharge its duties with success; to enter the "valley of the shadow" a stronger, nobler, more highly organized being than when we first came forth from the unknown; and to leave in this fair field of folk some seed of His planting, be it of thought, word, or act, which shall make it richer for the work of all who follow.

Supt. O. L. Miller of Charlotte presented the fourth topic, or "The Whole Field," as follows:—

Dr. Van Llew says: "I distinguish two phases in child-study,—the first consists of those lines of work undertaken by the special scientific investigator for the purpose of getting at new truths in the development of the child, the other phase deals with the problem of securing an application of what research has thus far yielded." It is our purpose to discuss the present status of child-study under these two heads. We wish, if necessary, however, so to modify the statement regarding the first class as to include all workers who, whether in ways that can be called scientific or not, are seeking not necessarily new truth, but truth concerning the child.

Prof. Earl Barnes, in the first number of *Studies in Education* in an article entitled "Methods of Studying Children," enumerates no fewer than nine distinct methods and discusses them quite at length. Without attempting so close an analysis the following should receive especial notice:

We desire to mention first the biological method pursued at present at a number of our leading universities. As an example of this kind of work may be mentioned a study of color perception in the peripheral retina of children, made by Mr. Luckey at Leland Stanford University. This study showed that such color perception is more restricted relatively in children than adults. It is not always

easy to see what application will eventually be made of the results of this class of workers. Prof. E. W. Scripture of Yale, one of the foremost in this line of work, has the following to say in one of the publications of the Illinois Society: "Speaking from the point of view of accurate biological investigation of children, the most important result seems to me to lie in the possibility of careful development of each individual child on the basis of a trustworthy diagnosis of the child's mental condition at successive stages." Prof. Bryan's words in the same publication are also of interest and are as follows: "The biological, medical, and psychological sciences, which contribute to our knowledge of child-life, like all other empirical sciences, are in process of rapid growth, and therefore contain many things scrappy, apparently useless and contradictory. Such a book as 'Donaldson's Growth of the Brain' may, however, show the outsider how, through the seeming hurly-burly, there arises a substantial science of the life of man."

It is evident, I think, that the nature of the biological work is such that comparatively few will engage in it.

We turn now to a second method of study in which large numbers are engaged. We refer to the observations, both written and unwritten, made on children without direction and without hypothesis. Probably no one has won greater renown in this particular line of work than Prin. E. H. Russell of the Worcester Normal. A large number of records had been made by his students covering a wide range of subjects. This method has the advantage that the child is entirely unconscious that he is the object of study and the observer takes only what the child gives him, not intruding himself upon the child in any way. This plan also furnishes a large amount of data which can be utilized by psychologists. Prof. Barnes says of the method: "It is best fitted for young students who are in the collecting period of their development; but, if long enough continued, I fear it may lead to a feeling of futility, which must always overtake mere collectors." All of us, on the other hand, are daily making observations on child-life the most of which remain unwritten, though they constantly influence our work.

We are inclined to believe that this method of study is giving place to another both in popularity and efficiency. This other method is that of statistical studies, on the lines of a syllabus. The great advantage of this method over the one just noted is that the work is so arranged that the data collected all bears on some particular question; and by a skilful student the work can be so done as to give data almost, if not quite, as accurate as that obtained by the former method.

On the other hand this work has its peculiar dangers. So many have gone into the syllabus business, not because they really have convictions, but because it seems to be the popular thing, that we are flooded with many syllabi that lead nowhere, upon which the time of teachers and pupils is worse than thrown away. In very many instances data is collected and then no systematic attempt made to study it. Only comparatively few are able either to formulate a syllabus or to interpret results. As Prof. Barnes says: "To look into the great whirling mass of human life, and see how and where your generalization fits and can be applied is as great a feat as to look into that great complex life in the first place and see what needs to be known that can be known."

Notwithstanding these very real dangers this method of study unquestionably promises very much for the immediate future.

While it is interesting to dwell on the methods of child-study and while, indeed, it is highly necessary that we acquaint ourselves with these methods that we may more intelligently apply their results, it will ever be the chief business of the great majority of us to apply results in our work. Hence we turn to the second phase of this work as the part in which we are most vitally interested. Just as in all other domains of investigation it is given to the few to discover, to the many to apply; so with this youngest child of science the opportunity of the vast majority of teachers comes in the application of discovered truth. We hope, however, that no teacher will consider this part of the work less honorable, less exacting, or less necessary than research work.

One of the signs that gives hope that results fully established will fulfill their purpose is the hearty co-operation of parent and teacher that is of late so common. There is an increasing interest on the part of teachers and parents in the results of child-study and particularly their application in their schools and homes. To this end there is at present a strong movement for the organization of local societies, the business of whose members it is (1) to inform themselves on what has been determined regarding child-life and (2) to seek to bring about its application. The benefit of this application is many fold. It benefits the teacher,

the pupil and the parent. The teacher, I believe, receives her greatest benefit by having her interest in the individual child awakened, by realizing that it is possible for her by a study of this particular child so to treat him as to influence his life and turn it into a larger channel than it would have found without this personal study. Such work dignifies the teaching profession and inspires the teacher. Anything that will give the teacher a holy enthusiasm for her work is doing her and her work a most valuable service.

To my mind the direction in which these mother's meetings—for these local centers often take that particular form—are finding greatest opportunity for good is in enlisting the interest and co-operation of mothers in whose homes many of the commonest laws of our physical being are constantly violated, partly through ignorance, partly because no thought is given such matters.

We shall have made a long stride in advance when we have secured the majority of homes as co-workers. Such work as this is, it seems to me, the forerunner of the work of applying the more scientific results of child-study.

When the homes have been enlisted with an educated and responsive public sentiment, school men and school women will find little difficulty in securing the application of all truth that really constitutes an advance. If this is the mission of the present, the ushering in of a better day, then we surely labor not in vain.

Nancy Gillespie of Harbor Springs made an impromptu address so as to avoid repetition of thoughts that had been expressed by preceding papers. She said:

Not long ago I heard a prominent speaker say that one of three motives prompt people to attach themselves to any new movement; viz., contagious enthusiasm, conviction, or personal interest. To explain my attitude toward the movement of child-study, I am afflicted with all three of these motives. I caught the enthusiasm about a year ago, became convicted and convinced that the proper study of mankind is *man*, which is but another name for child-study. I am here from personal interest; I felt that I could not afford to miss the valuable information that would be given here and the inspiration that would emanate from this meeting. I am heartily in sympathy with the ideals that have been set before the Association by those whose names have been identified with child-study work, and who, by reason of superior knowledge and wide observation and experience, are capable of setting forth these ideals.

Yet one thought has impressed me throughout the discussion,—that we may theorize and idealize, but before we shall be able to realize these ideals in a practical way, teachers must make special preparation for the work. What we need is a better standard for judging of the possibilities and limitations of our pupils than the present haphazard one. Too many teachers regard child-study work as play; they seem to think that all the teacher is required to do is to watch the children and record in a book what they see them do, with no sense of the practical value which should result to the pupil and self from such observation. Others there are who declare that the movement of the child-study is all a fad for visionary people and unworthy the time and attention that it is soliciting.

Child study properly begins with the teacher. The teacher should be able to analyze the personality of each pupil before him. In order to do this he must have some definite idea as to what constitutes a normal child; be able to say wherein his pupils approach or depart from the normal type and to what extent, in order rightly to estimate the quality of work and deportment which should reasonably be expected of each pupil; should know the exact signs of health and be skilful to detect any departure from health; should know the cause and a remedy; should have a knowledge of temperament which is the basis for determining the fitness or unfitness of pupils for certain lines of work, and which in most individuals forms a bias to which the mental faculties must conform.

The teacher should have a knowledge of expression in all its varied phases. Since a comfortable position of body and a pleasurable condition of mind are necessary to the acquisition and retention of knowledge, the teacher should be able to note and distinguish between expressions of comfort and discomfort, pleasure or pain, pride or humiliation, and should know how to substitute favorable conditions for unfavorable ones. The teacher should have a knowledge of the comparative value of foods, and should be able to prescribe right foods to suit the needs of individual pupils. He should also have a knowledge of the different races and nationalities and their influence upon character.

A generous view leads us to believe that all pupils have certain possibilities and limitations; it is the duty of the teacher to discover these in order to direct the pupil in the right development of all his natural powers. We all know that society is burdened with young men and women who are leading comparatively useless and discontented lives, simply because parents and teachers never understood them; whereas, had they received proper guidance from the first, they might have been useful citizens and an honor to society.

Only by a thorough understanding of the child at every stage of growth can the teacher be able to direct his life to the greatest possible usefulness. This involves a broad general knowledge of human nature. This is the mission of child-study. Hence the importance of special preparation on the part of teachers for this all important work. Normal schools and institutes should supply this need by offering to teachers a department of training in human nature and child-study.

Under the head "Reports from Michigan," Nellie Jordan of Lansing presented the first as follows:

All through the history of modern education wise and deep thinkers have recognized the necessity of the correct early training of children. Comenius, Pestalozzi, and Froebel, as is well known, were the first great teachers to plead for the well-being of the child and to recognize the supreme importance of child life at the earliest possible day. One of the greatest lines of the world's work lies here before us,—the understanding of little children in order that they may be properly trained. It demands of us our highest endeavor, our broadest culture, the most complete command of ourselves, and the understanding of our resources and our environments. It demands of us that we become not only teachers, but poets and artists and physicians, too, because the child's physical welfare has become a recognized study now.

In the past scarcely any thought, among the majority of teachers, was given to the right or wrong training of the child's natural instincts; few people dreamed this had aught to do with the development of character in succeeding years. While we were suffering disappointments and striving after ideals but imperfectly realized, the wave of educational influence, set in motion by these great thinkers, was broadening and widening, until it finally reached us, bearing with it the thought of individualism. Our failure we began to realize to be not attributable to our lack of zeal so much as to our ignorance of the individual child; his temperament, his emotions, his inherited tendencies, his rights, hence his needs. This thought of individualism as opposed to mass teaching grew with us and assumed most noble proportions under the efficient guidance of our former superintendent, Mr. C. O. Hoyt, who raised the tide of interest in this child study that so characterizes the educational movements of today; who systematically and intelligently planned the work for us, omitting all that was theoretical or unpractical, and retaining only that which was of paramount importance to the teacher. A training confined almost exclusively to the physical nature gave to the world the rugged, narrow-minded Spartan; a training of body and mind produced the fickle and unscrupulous Athenian; but the broader education of modern times is threefold, concerning itself with physical, mental, and moral training. To Mr. Hoyt the Lansing teachers owe their incipient knowledge of the latter education. He imbued us with the idea that the surroundings and the various elements of school life should accord as closely as possible with the needs of the unfolding nature and the growing abilities of the child, and that they should be a source of constant and increasing pleasure to him. He impressed us with the many benefits accruing from this particular line of study; how it aided teachers in developing that which should be the highest aim in education—character—that it led us to a careful and systematic observance of each child, and thus made possible a more symmetrical development of each individual; that by this study we would understand the best possible stimulus for each child through which to gain physical, intellectual, and moral growth; that it would help us to understand ourselves better, our thoughts, our actions, our emotions,—and only when we understood ourselves were we able to understand others; above all to enable us to leave to our successors a statement of the child's condition, his general tendencies and acquirements, thereby assisting our followers, who read the future by the light of the past, to become safe and sure guides up the path of the child's gradual advancement. Instruction in this line of work was given us at the different grade, section, and general teachers' meetings; at the grade meetings in which the course of study was best shaped to the needs of the child; at the

general teachers' meetings where, through lectures by the superintendent, knowledge of the subject was gained; at special evening meetings in which teachers were taught psychology and especial effort was made to enliven the hard, dry facts of this science by employing illustrations and anecdotes to elucidate them; by effective talks covering the subjects of attention, perception, apperception, imagination, memory, habit, and will, which were given us; in child study meetings, to which the parents were most cordially welcomed, consisting of informal talks and discussions and of interesting papers by the teachers on such topics as heredity, self-control, forgetfulness in children, imitation in children, children's idea of honor, etc. Mind science, its growth and incentives, was presented to us in as plain and interesting a manner as possible. We were led first to study our own mental operations; to learn why we retained one class of facts better than others; how the mind was affected by circumstances and by the condition of the body, and how to notice mental phenomena in others. After this personal introspection, we reached such conclusions as that mental activity was promoted by interest; the power of correct reasoning was reached only by slow and careful steps; and that it was not easy at first to keep the mind thinking on one subject for any great length of time. One mind is but typical of others; one thinks as others think. For this reason it is very necessary for teachers to understand themselves in order better to understand the child.

Following closely on the subject of mind, a most interesting study of temperament was made with gratifying results. It is self-evident that teachers should understand temperaments, for each demands a different treatment. With an intelligent study of our own temperament, and determining to the best of our ability the predominating one of the child, we best know what to cultivate and what to repress; for one's own temperament may be much modified by habits and culture, and by diligent practice greatly changed. This knowledge of the child's mental and physical characteristics was of practical value in the seating of pupils in the class room, as children of the same temperament were separated. We were directed to ask more questions of the lymphatic than the nervous; to speak slowly and quietly to the latter, while to the former a little more emphasis could be used; to bear much from the nervous without complaint; to treat very carefully the bilious-lymphatic. Allen tells us that "many a boy of bilious temperament has been sent to the state's prison, if not to the gallows, by ignorant teachers."

Much time and thought was put upon the study of defectives. The child study movement has proved beyond a doubt that many children have been unjustly treated in the past through the teacher's ignorance of their physical condition. Physical defects are often accompanied by defects in intellect and morals. Our first endeavor was to discover the physical shortcomings and, if possible, remove them. Sense defects, especially of sight and hearing, were most frequent and serious. Many children were examined to discover these conditions, and a high percentage of defectives found. Parents were informed and in many cases defects were remedied. Pupils were seated in the class room where they could both see and hear to good advantage, and were favored in certain kinds of work where their defects required it.

Pupils' powers of memory, observation, and perception were tested, and a study of children made by means of language lessons in which they wrote out their ideas of right and wrong. A potent factor in the success of this work was the Mothers' Meetings in connection with it. This brought parent and teacher into closer relations of coöperation and sympathy. Both felt the influence of the new awakening in the interests of children, and that both must work together for the defective little ones who have been sinned against, all unconsciously, for so long. Realizing that the child's mental is largely influenced by the physical, such topics came up for discussion in these meetings as diet, clothing, sleep, ventilation, etc. Many parents observed and kept records of their children's development by means of blanks furnished them for that purpose.

We were particularly fortunate through Mr. Hoyt's efforts in being able to hear such educators as C. C. Van Liew, Dr. Krohn, and Col. Parker—men who are helping to make the history of this educational movement. From such literature as "Educational Foundations," "Parker's Talks," "Allen's Mind Studies," and "Child Study Monthly," we received invaluable assistance. Too much credit cannot be given to the faithful corps of Lansing teachers who so honestly and skilfully carried out to the best of their ability the suggestions given them. While there were many difficulties to meet, such as the prejudice of people, ignorance of the subject, and a fear that we were but experimenting, yet these were largely overcome; par-

ents became much interested; weak teachers were strengthened; children better taught, happier, and more easily managed; and a good spirit was engendered.

The time has come when both teachers and parents will adopt as their guide the principles laid down by the result of this child study movement that is so rapidly gaining our best men and women to its cause. This new science of education presents the records of what the child *has been* and *is*, and the educated teacher may with confidence offer himself as the child's guide and instructor to assist him upward and onward in righteous self-effort.

"Nothing that is good is too good for the child; no thought too deep; no toil too great; no work too arduous: for the welfare of the child means happier homes, better society, a pure ballot, and the perpetuity of republican institutions."

SUPT. W. C. HULL, Albion:

The phase of this subject that I would like to present is one that has not had a large place in the work that has been done. You will notice that there is a trend in the direction of school-room adornment,—the decoration of the school-room. Possibly many of you have noticed that the pictures that are selected and that are used seem to have very little reference to the desires or likes of the children. The question came to me whether or not there should be a conformity of the pictures to the wishes and likes of the children. This was one of the several questions that I had in mind during a portion of last year; and while there were very many things that interested me in other directions, I will not speak of these other things, but attempt to bring before you a few ideas that I arrived at through my own experience. They are at least original.

I am profoundly of the opinion that there is a field of work for us in this direction. I believe that our school-rooms should be made attractive by appropriate adornment. I will not urge that point, but leave it, believing that you are of that opinion yourselves. I only wish to tell you a plan of work that I tried to bring before my teachers, and through them before the pupils, to get at the idea of what are the likes and dislikes of children with reference to pictures. I selected sixty or eighty pictures of as varied a character as I could find from as varied sources, and classified them under a dozen different heads. I would say that, if this work should be carried on to any extent by others, there should be some uniformity about the pictures that should be selected; and I know no better way to arrive at uniformity than to select the pictures that are in such catalogs as the Soule Art Publishing Company.

Well, I submitted these pictures to the vote of the pupils in various rooms. Beginning with the first primary grade, I submitted to the judgment of one hundred little folks, and each was to give his choice of the various groups of pictures without letting anybody else know what his wish should be. The same was done with one hundred fifth grade and one hundred ninth grade pupils. Without going into further details concerning the experiment, the thoughts suggested by the study may be summarized as follows:—

1. I believe that true stories should be told to pupils concerning pictures that are placed on the walls. This increases interest in the pictures.

2. Pictures that need no description will be of less educational value toward esthetic culture.

3. Pictures should be chosen for school purposes with special reference to the age of the children in the rooms where the pictures are to hang, and should be adapted to their ability.

4. For school purposes pictures should possess true beauty, and also some valuable truth, lesson, or information. They should be both esthetic and moral in their content. For instance, if a picture is to be a picture of dogs, let it be an example of a dog helping some person, or the true incident of the dogs that took the wounded dog to the dog hospital.

5. Children show special fondness for babies, flowers, kittens, and good people that they know about.

6. For the grammar grades, flowers and animals in general, men and women of honored fame for valiant deeds or literary merit, pictured deeds of bravery and kindness, especially those connected with important events in history, literature, science, etc.

7. The high school should contain fine art in general which contains the element of moral value. Art should not be introduced into school for less than the highest purpose.

8. The taste for art is capable of cultivation, and should not be neglected. The grade of complexity of the art product used in the various grades of school should be well up with the ability of the child, that it may lead his taste.

I would be glad to show the pictures that we selected to any one who cares to look at them, or any one who is interested in this study.

There are many defects in what has been done, and the conclusions arrived at are only tentative at best. However, there are some points that possibly will be of interest to you and suggest to you what may be done. And if none of you should see fit to make any inquiry into the preference of the child as to the pictures, you will at least from this be led, in the selection of pictures, to think of the wishes of the children and the influence the pictures will have upon the children. Very much more might be said about it. I could, perhaps, myself say other things, but I will only add that I am intensely interested in this particular phase of child study because I have made something of a study of it. I am of the opinion that much could be done in this same way with music as the subject.

SUPT. BLODGETT, Ludington:

I have but little to say except that we, to some extent, are studying along the lines that have been mentioned. We have done but little; but the result of that little has been, as suggested, the bringing of teacher into closer contact with pupils, and the general love and sympathy engendered. Also a great many facts have been developed in regard to eyes and ears. We are encouraged to proceed along the same lines, and shall do so.

EMMA GRATTAN, Mason:

In October, 1895, an organization was formed in Mason through the enthusiasm of Supt. W. J. McKone, and which, since the adoption of a constitution, has been incorporated under the name of "The Women's Child Study Club of Mason."

At the first meeting of the club twenty-seven became members, but the number has gradually increased to about fifty earnest, enthusiastic investigators in this most important and fascinating field of child study.

The meetings of the first five months were devoted to the reading of Elizabeth Harrison's book on "Child Nature," each chapter being fully discussed. Some time has been well spent in reading Helen Hunt Jackson's "Bits of Home Talk."

We have printed calendars for 1896-7, containing the best and most practical subjects along the line of child study, such as "Physical Training in Childhood," "The Awkward Age," "Diseases," "Habits," "What Ought the Public School to do for the Child," "The Education of Mothers," etc. These subjects are assigned to the various members for study and discussion at the weekly meetings.

The Child Garden Magazine is kept on file for the use of all the members, while several subscribe individually for the Child Study Monthly.

Since the organization of the club we have had an interesting and profitable talk on Child Study by Supt. C. O. Hoyt, also one from Mrs. Irma Jones of Lansing on Club Work and the Benefits derived from joining the State Federation of Women's Clubs.

In the school-room but little has been done systematically, aside from testing the pupils' eyes; but by the continued talks on child study in our teachers' meetings, and the wonderful amount of enthusiasm aroused, we are preparing to make further tests and closer observations, considering it a privilege to study the child, and that, in so doing, we are dealing with nature at first hand. What a satisfactory privilege! There is nothing in the heavens above nor on the earth beneath nor in the waters beneath the earth that admits of a broader, deeper, or more careful study than that of child nature.

In the club, perhaps, we have done nothing remarkable along any distinct line; but we have discovered, and indeed it is a grand discovery, that parent and teacher can work together for the good of the child, and neither relegate to the other her duties nor her blame, which is a strong evidence of growth. The teacher always finds something in every meeting of the club, that bears directly upon her daily labors, not only stimulating her, but drawing her nearer to and bringing her more in sympathy with children. It is the design of the club to extend its field of usefulness to a greater proportion of the people, not only of parents, but among *all* who are in any way interested in the education and training of the children.

L. WORDEN, Charlotte:

The child study section of the Charlotte schools was organized in October, 1895, and has met once a month, the summer vacation excepted, up to the present time.

The membership consists of a number of mothers, the superintendent of schools, two members of the school board, and nearly all of the teachers.

The papers and talks given at these meetings include reviews of work done by other organizations, as Mrs. Barnes' "Historic Sense Among Children," "A Study of Children's Superstitions," "Transactions of the Illinois Society."

The study of temperaments proved very interesting. A number of Supt. Hoyt's temperament charts were filled out by the teachers and brought to the meetings for discussion. A review of Allen's "Temperament in Education" was given; also each teacher made a special study of a nervous child, and *one* wrote out the result of her observations for the benefit of all.

A paper on "Heredity" and another on "Fatigue in the School Rooms," proved of much practical value.

A talk on "Defective Children" was given at one of the meetings by a city physician in which he gave simple methods to discover and remedy physical defects.

The last meeting was addressed by Supt. Laird of Lansing, on the "Utility of Child Study," from which was gained an inspiration for better work.

Right in touch with the child study meetings have been the mothers' meetings, held in the different school buildings.

The topics discussed related to foods, drinks, tobacco and gum chewing, government of the child, relation of home and school, and various lines of child study.

At some the teachers presided, at other meetings one of the mothers was appointed chairman; often the discussions were general, and sometimes papers were prepared and read by mothers or teachers, while Dr. Sarah J. Allen, Dr. Mary E. Green, and Mrs. Annah Fowler, have each given one or more helpful talks before the mothers.

Two evening lectures have been given in the interest of child study; one last winter by Dr. C. C. VanLiew, while this fall we had the rare pleasure of listening to Col. Parker, in his lecture on "The Child."

Although the cause of science may not have advanced materially through our efforts, I think one can hardly over-estimate the help which each teacher and, through them, each pupil, has received by this systematic study of the child.

SUPT. J. R. MILLER, Big Rapids:

Not the least interesting session of this association is that which is held in the corridors of the hotels. Not the least profit comes from the mingling together of the teachers in this capacity; and I trust we have all been profited by what has been said and read to us, and that we have all been encouraged in our own efforts, feeble though they have seemed to us, and that we shall be encouraged by these reports coming from all over our State, knowing that everywhere teachers of the grades, as well as superintendents and principals, are doing something along these lines. At the close of this meeting, when we shall go to our several homes, if we shall have gained the courage and hope to go on with whatever we have been doing, we shall have done well.

MONDAY EVENING.

It was a large and appreciative audience that filled the First Baptist church when, promptly at 8 o'clock, the program opened with "Come Where the Lilies Bloom," sung by the Industrial School choir so sweetly as to call for an enthusiastic encore. Pres. Hoyt presented Dr. Arnold Tompkins of Illinois University as the speaker of the evening. "The Beautiful as a Phase in Education" was his theme, and the address proved very pleasing (albeit somewhat transcendental) to all save those who detected the occasional outcroppings of Hegelianism, some expressing a decided dislike to being "merged in the universe." However, Dr.

Tompkins' reputation as a successful educator, his great personal magnetism, his witty anecdotes and rare flow of language, all combined to make his lecture a most interesting and impressive one. Below is an abstract:

I choose the word *phase* discreetly and purpose to illustrate what a mistake it is to divide our nature in education. The principle of education is inherently esthetic, and man learns to attain the good in order to appreciate the beautiful. Truth, beauty, and virtue are inseparable; they are three sisters dwelling under the same roof and cannot be parted without tears.

Nothing is fixed; we are a seeking, surging, searching world. The rivers flow to the sea, the sea ebbs and flows, the planets ever revolve in their courses. Discontent is the law of the universe. We never have found a soul that is content and I hope we never may. The human soul is filled with a sense of limitation; and there is always one limitation, the want of the infinite to be realized within the finite. The better part of man is in some sense in bondage to the lower nature, and the want of the infinite to be realized awakens a supreme discontent.

Just as Rasselas must go out from the protecting walls of the Happy Valley in response to the call of his higher nature, so every individual must tunnel out of his finite into his infinite self. Man can set his potential nature before himself and help to realize himself. Human life is a conscious tension between the ideal and the real, and life is measured by the quality of that tension. Man gives himself lessons. If there were not a subjective school, there never would be an objective one. Man's whole nature is towards self realization, not self-preservation. Man grows first from having a sense of bondage. The lowest form of slavery is to be unconscious of your servitude. It is just here that the good of the inspiration institute comes in. The perpetual process of instruction is to bring the pupil to a sense of his limitation, after which he will rise to his higher nature. As he removes these limitations, he rises to the joy of higher liberty. The pleasure of school life is an index of its genuine quality. When a boy conquers a problem, he has a sense of freedom and experiences this esthetic joy. There should be no test for management save the esthetic test. The only proper school management must be accompanied by the esthetic feeling arising from the joy of self-control.

Man is a true man when his ideal and real natures are in perfect harmony; then comes the sense of beauty. The beautiful is an objective attribute as well as a subjective feeling, and there is no poem or work of art that does not lift some form of bondage from off the human soul. Release from bondage of every sort gives beauty. Man feels the beautiful all about him. Everything in the world has a nature akin to his own. The oak is a comrade in arms in the great struggle for liberty. There is a back and forth process, a connection all the time between the inner and outer life. When man attains his ideal, he reaches the sense of the beautiful. Euphony in language is beautiful,—it is freedom of sound; and Italian *a* is the most beautiful sound in the language, a sound that is free. Harmony in rhetoric is a sentence freely done so that it may be uttered with an unobstructed rise and fall of the breath. The bicycle is attractive, because it gives a sense of freedom in locomotive

energy. The free, gliding, swaying movement of the dance gives it beauty. Whether it be freedom from physical or spiritual effort, the thing you call beautiful is so because you feel this freedom. But beauty is inherent; it cannot be put on. There is a difference between the flush on the maiden's cheek that comes and goes, and the one that never goes. The Greek knew that in his architecture beauty must be intrinsic.

Unity of life is another word for the beautiful, yet everything beautiful does not express a community of life, but a difference. Bryant reads a lesson to man in the flight of a water-fowl. Though so different, both are alike in having a long way to go through a trackless way; but the flight of the one is certain, while the other is full of misgiving. Thus the poet, realizing the difference, lived for a moment in an ideal freedom at the thought that the same divine guide who directed the tiny bird would lead his steps aright.

The beautiful depends on your point of view. The whole tragedy of human life is written in Niagara Falls. There is the downward plunge of the human race, and the mist of tears spanned by the rainbow of hope. The art of living consists in making everything useful and beautiful. We have no right to have anything in our homes that might not have for its sole purpose to speak to the heart. There's a way to do everything so that in the doing is the reward. It is the kindergarten idea of carrying the spirit of play over into the work of life.

There is nothing in the school course but what must have the esthetic idea before you're done with it. A mountain typifies life, for like a mountain we are held downward and yet strive upward. The student gets the mathematics of a pyramid when he translates it into terms of his own life. Man's life is mirrored back to him in everything he touches, and you educate a pupil in proportion as you teach the inflow of the spiritual life into his own. Beauty is God manifest to the senses, and we should prepare the pupil for an influx of the divine life; give his mind the power to translate the beauty of all things about him. Open the senses of the child to a knowledge of true freedom, for "the heavens declare the glory of God and the firmament showeth His handiwork." So may everything the child sees and everything he touches become a pillar of fire to lead him out of the Egyptian bondage of ignorance into the upper air of spiritual freedom.

The concluding song by the boys was "Hurrah for the Flag."

PROGRAM.

TUESDAY, DECEMBER 29.

A. M.

Opening Exercises.

Music.

Paper—"Nature Study in the Rural Schools," Miss Anna A. Shryver, Ypsilanti.

Music.

Paper—"Remedy for the Weakness of the Small Rural School," Commissioner R. D. Bailey, Gaylord.

P. M.

Section Meetings.

. EVENING.

Reunions of M. A. C., Olivet, and Normal Alumni.

Address—"The Spirit of Study," President Wm. R. Harper, Chicago University.

TUESDAY, 8:30 A. M.

Owing to the large attendance on Monday afternoon, it was decided to hold the next morning's session at the First Baptist church, and the number present demonstrated the wisdom of the decision, it being estimated as approximating 1,000.

Rev. Clarence Swift conducted devotional exercises, in his reading and prayer following the line of thought suggested by Dr. Tompkins' lecture regarding the story told us by the works of nature. Prof. Harriman of the Lansing schools sang, "I Heard a Song"; and the storm of applause it elicited was quieted by the bit of song philosophy, "That's the Way of the World."

President Hoyt read a cordial invitation from Supt. St. John for the teachers to visit the Industrial School at any convenient time, and the following committees were appointed:

Committee on Resolutions—Supt. W. G. Coburn, Commissioner A. Hamlin Smith, Dr. B. A. Hinsdale, Principal E. P. Bradley, Supt. E. C. Thompson.

Committee on Nominations—Commissioner C. E. Palmerlee, Commissioner A. N. Demoray, Lucy A. Sloan, Dr. D. E. Smith, Supt. E. J. Quackenbos.

NATURE STUDY IN THE RURAL SCHOOL.

ANNA A. SCHRYVER, YPSILANTI.

MR. PRESIDENT, SCHOOL COMMISSIONERS, AND FELLOW TEACHERS:—
In addressing you today upon the subject of nature study, a subject in which I have the greatest interest, and upon which I may feel too intensely, I have tried to stand behind an assemblage of leaders whom you already love and heed.

It is a great mistake to think of nature study as a new thing. The study of nature is as old as man. Nature has ever found a lover in the poet, a subject in the artist. She has been the medium of inspiration to the prophet and the source of law to the truth-seeker. It has ever been, "Through nature up to nature's God."

Our greatest teachers have always recognized the importance of the study of the whole universe. Even the growth of a mustard seed was worthy the attention of Jesus. Aristotle wrote the first natural history. He was led to believe in a complete gradation in nature, a progressive development corresponding with the progressive life of the soul. Comenius asked, "Why in place of dead books should we not open the living book of nature?" Rousseau gave us "Emile;" Spencer stopped to write "Education."

It is not a thing which can be isolated. It is simply man's first steps towards finding out the unity and relation in this great whole of which he is part. It is the A B C of man's course in living. Man is both *soul* and body. He must ever seek all the manifestations of spirit, as found in nature, as expressed in literature, as evolved in history, and as developed in himself. Sooner or later he will discover the source of all truth and gain a reason for the faith that is within him.

Who shall study nature? Everybody. What shall we study? The whole. How shall we study? Reverently. Where shall we study? Everywhere. When shall we study? Now.

"No eye could be too sound
To observe a world so vast;
No patience too profound
To sort what's here amassed.

How man may here best live, no care too great to explore.

"The earth and the fullness thereof" are ours. Let us take full possession.

Earth's crammed with heaven,
And every common bush afire with God;
But only he who sees takes off his shoes."

Even the plain road has its lesson. Now for us the sun shines, the wind blows, the rain falls, the birds sing, the crickets chirp, the brook murmurs, the flowers bloom, the grass grows, the trees clap their hands, and the children shout, "I'm glad I'm alive!"

The study of nature has played no mean part in the grand achievements of the nineteenth century. Faradays have experimented and discovered; Darwins have observed and reflected; Pasteurs have patiently labored and conquered; Tyndalls have lectured; Kingsleys preached, Huxleys discussed, Agassizs taught. Our civilization is affected, our thought changed. Steadily the interest in nature has grown. We have science on every hand, in every form. There is no end of science magazines, science columns in our papers, science sermons from the pulpit; science books of all kinds, technical and popular, some written by authorities, some made for money.

Universities and colleges have changed from seats of learning to laboratories of investigation where one comes face to face with truth. Even our high schools hold their breath long enough in their Latin race to take fourteen weeks' courses in text-book science. Back in '71 Dr. Harris discussed the need of natural science in all the schools and outlined a course of instruction for the first eight grades. This science wave

has reached even the infant work-bench of today—the kindergarten. What are we doing with that dear little play-world, that child-garden which Froebel gave us? Prof. Campbell in September *Science* writes:—“As a psychologist interested in the development of the child, its senses and movements, I wish to urge that scientific education begin with the kindergarten. There are but few things more pathetic than the ignorant zeal of the average kindergarten teacher. I have recently examined the catalog of materials and find it simply abominable. Nearly everything seems especially devised to injure the eyesight and the nervous system of the child.

The young child should be taught to concentrate the attention, to observe accurately, and to make easy movements not requiring nice adjustments. The best thing he can do is to learn to classify things by their resemblances, to watch plants grow, to take care of animals, to learn the geography of the school house, to use tools, to weigh and measure on a large scale. These are the beginnings of science and are the best subjects for the kindergarten.”

In the mass of written material on nature study which we meet today in the form of papers, lessons, and outlines, the authors seem to have in mind the need of the city children. Now, this is all very well, for their need is great and cannot be deplored too deeply. But probably half of the children of the land are not in city schools. Do they need to study nature? They live in the midst of sky and air, woods and brook, garden and orchard. Yes, they may have fresh air to breathe, room to run and good food to eat; but even the cattle may have all these. For the very reason that nature is common-place it is neglected. Many are “blind to the beauty everywhere revealed.”

I fear that the “Bare-foot Boys” are nearly as rare as the Whittiers. Ah, but Whittiers are born; yes, but still they must be developed, not stunted.

Where is the environment of the child; how is interest continued; who gives his first lessons; what are the conditions of attention; how does he get his ideals?”

Every time I pass a country school-house I think of the opportunities and possibilities there afforded, and wonder if there is within a *Gertrude* and her children. Surely, the rural school and its district offer quite as interesting and important problems as those of any other educational field.

The school is a little world; everything is related, everything is worthy of attention; each is necessary to the whole. The school yard becomes a garden and laboratory as well as a play-ground. There is a pile of sand for the little ones, a heap of stones which will soon have one of every kind in the district, a row of trees along the road, a flower-bed all around the house. In it we find all our old favorites; ferns and jack-in-the-pulpits on the north side, violets on the east, golden rod and weeds on the west, corn and onions, peas and beans, and other types on the south. The school-room has seedlings in the windows; spider's webs undisturbed on the sash; fish, snails, and tadpoles living in a glass dish with water weeds; and turtle, cray-fish, and mussels living in a pan filled with sand and water. In the corner are shelves filled with minerals, rocks, weeds, and seeds. Large winter bouquets of twigs, dried plants, and stuffed birds

decorate the top. Pets are entertained, and they say in the spring a hive of bees will be placed in one of the windows and an ant-hill brought in and placed under glass. Even the scuttle of coal, the pile of wood, and bucket of water, are subjects of study. The teacher daily receives presents gathered from marsh and wood, or taken from garret and cellar. Surely the teacher needs courage to say, "I don't know." In the entry a work-bench has been placed, and on the teacher's desk are queer combinations of blocks, bottles, and tubing. There are school-made bookshelves filled with reports from Washington, containing information on weather, soils, trees, insects, edible mushrooms, and almost everything Old readers rescued from the past for present use. There are also many new books. We recognize Jane Newell's helpful little volumes, Willis' Practical Flora, Needham's Zoölogy, Murche's Object Lesson, and many others. There are pictures everywhere, even in a scrap book. Yes, we need them all. Through the poet or the artist we may be led to his point of view.

In one of my walks one day I stopped to examine the ferns growing on an old stump in front of a little cottage near the woods. An old lady came out and spoke to me. "So you are taken with that stump, too? Well, I was going to have it cleared away, but the other day when I came from town here were two young ladies painting this very stump." And she added, "It was a right pretty picture."

First, the work should correlate with the appreciative living of the day.

"One moment now may give us more
Than fifty years of reason,
Our minds shall drink at every pore
The spirit of the season."

The teacher and his pupils find the sun to be the source of heat and light. They note the change of season, record the weather daily, map out the courses of the winds. All these they discover as causes for changes in plant and animal life. They walk out together and drink in the fresh air; feel the beauty of the whole landscape,—water, earth and air; see the clouds and sunset; trace the horizon, picking out the familiar objects; notice the harmony of color and try to express all. It is not enough to feel, to see, to hear; we must make all a part of ourselves through expression. Emerson says, "Man is only half himself, the other half is his expression." Draw, model, tell, write.

In selecting the plants or animals for study, let them be common and typical of important groups. Take the child to the type in its habitat and note the peculiarities of the individual and its environment. Collect wholes or the largest parts practicable for future work in the school-room. Take great pains not to injure the plants or animals. Always collect in such a sparing way that the species will not be exterminated. Attempt to have the best specimens live and thrive indoors. Study the type as a living being, whether it be plant or animal. Observe relation to environment. Discover interdependence and, I need not add, note the practical use to man. Observe growth, change, function, and trace each to its cause and associate with organ. Patiently gain the whole life history. In so far as you master the type, you are able to interpret all other members of the same group. State no facts until each pupil has discovered all

that he can. Be untiring in careful observation, slow to generalize, ready to relate causes and effects, willing to recognize the limits of human knowledge, and at last fit each in its niche in the temple of the world.

When biological law is discovered, apply it to all known types, especially to the highest—man. Of all moral teaching this is the most effective. The study of physiology can be little more than verbal memory of facts from unquestioned authority, unless it be made a part of comparative biology. The fuller the appreciation of all life and its necessary conditions, the more intelligently can we care for the temple of the soul. This is the best temperance instruction. Better than drawing serpents in cups on the board, relating stories of the boy who became a drunkard, or tacking of stimulant and narcotic paragraphs at the end of every chapter.

When animals and plants cannot be procured, soil, minerals, and rocks can be carefully studied. Prof. Winchell, in that valuable little inductive manual, "Geological Excursions," says: "Such life-long ignorance of geology is quite as unnecessary as deplorable. The elements of the science are not a body of principles difficult to master, nor encumbered with a greater number of scientific terms than the science of botany. The data of geology lie all about us and are the most obtrusive and noticeable of all the objects which we daily encounter. Stones and rocks never fail to waken the curiosity of the boy or girl; and there are few children who have not made collections of stones, distinguishing their varieties by precisely the same characters as the most expert student. Usually it seems a dictate of the educational philosophy to take a hint from these childish predispositions and aptitudes, and shape the child's education with some regard to what he seems peculiarly fitted to study."

In concluding the study of nature the same principles of teaching should be followed which are found to be fundamental in pedagogy. The child and his natural development must be in a measure our guide. Prof. Donalson has given us much concerning the growth of the brain.

Mr. Hallock, in his recent book, "The Education of the Central Nervous System," has shown how important early training is and how dependent the development of the faculties of the child is upon his contact with nature.

I must tell you of one way that they make money to buy what cannot be afforded. Through the whole year, vacations and all, teacher and pupils keep in view "*The Christmas Sale*." Every now and then something is added to the store, all home-made or school-made. There are embroidered mats, willow baskets, birch bark letter paper and envelopes, souvenir books of the choicest wild flowers, decorated quotation books of the dearest thoughts, calendars of all kinds; those of four pages with designs for the seasons; those of twelve pages showing the holidays of the months; and a perpetual one with case of cards full of poet's thoughts for all kinds of days; and partitioned boxes filled with rocks and minerals found in the locality. All these are here and many more will come.

How is so much accomplished? The watchword is co-operation; each for all and all for each. The whole neighborhood is awake; a debating club flourishes in which science topics are discussed as well as politics. The boys and girls keep up an "Agassiz Chapter." The teacher has formed a Mother's Club where child-study is the theme. But, mothers

and teachers, it is quite possible that, while you are studying this interesting stage in the development of the highest type, the child is making equally rapid progress in the study of the later stage—the man.

Reading is good in its place, but it alone can do little for any of us and much less for the child. Reading cannot make us lovers and interpreters of nature any more than it can make musicians or artists. What we need is to have nature out of doors, nature indoors. Make discoveries, your own discovery; teach your discovery.

The ignorance of the teacher is often urged as an excuse for the absence of nature study. Is it not the greatest argument for it? President Jordan remarks, "A growing man incites, but not even mould will grow on a fossil." Dr. Hall has said "Those who have capacities for growth, feel miracles and later know nature." Spencer says, "To pursue the true course is simply to guide the intellect to its appropriate food and to habituate the mind from the beginning to that practice of self-help which it must ultimately follow." Of course the better a general knows the country, the better he can lead his army; but if he knows not the country, still the army must be led. There are general notions of environment to be gained, general topics to be studied, general principles to be followed, which should form a basis for all the work of the teacher and his pupils.

If the teacher knows nothing of the subject, let him begin by making one-of-a-kind collection. In securing fossils be sure to get enough of the bed-rock to tell the whole story, mould as well as cast. Note locality and position, and label the specimens, stating all you know; some day you will need it. Try to learn the layers of the earth's crust exposed in your section. Make excursions to all the railroad cuts, new cellars, and wells. Perhaps your river banks can give you the key to the formation. "Nature will be reported; all things are engaged in writing its history," says Hugh Miller.

Study the effect of running water on the surface. Every heavy rain will show you how nature carries and sorts material. Study water in all its forms; the steam and vapor from your tea kettle and the pan of water left standing in the sun; the fog, cloud, rain, and hail; the frost on the window pane, hoar frost, and snow; the scum of ice floating in the glass pitcher; the bottle of water corked and left out doors to freeze; the patches of ice on the walks and the outside window sills. Every day is full of natural phenomena, and we should never cease asking "Why?"

All this general work is good, but we must have some intensive, systematic work. Out-of-school work is well enough, but the work must have a place in the school program, something more than the morning talk and the Friday afternoon exercises. The time will not be lost. The child will be forming concepts for his geography lesson, gaining ideas for his language work, learning the terms for his reading, handling material for his number work.

All this may seem very strange for part of the school program, to be placed by the side of reading, writing, and arithmetic. But education is more than the mastery of ways of doing things. It is more than making a machine of one's self, that bread and butter may not be wanting. It is such living as results in the growth of the spirit toward perfection. It begins in the cradle and ends—we know not where. Do our civili-

zation and educational systems offer the best conditions for perfection? The child is ushered into a world of getting and spending.

"This is ever the dolorous tune;
Gold, gold! ever more gold,
Bright, red gold for dearie."

No wonder that Woodsworth's heart was grieved to think, "What man had made of man?"

The champions in the field have brought forward no end of pleas for the so called "Nature Study." In fact, all that has been claimed for education as a whole. Prof. Jackman says in his "Nature Study for the Common Schools:"

"Natural science affords the earliest and the only direct means of introducing the child to his early habitation. The life, health, and happiness of the individual is dependent upon the knowledge and upon the understanding that he has of their relations to each other and to himself."

If time permitted, I should like to take up the pleas offered by Prof. McMurry in his valuable little teachers' manual, "Special Method in Science"; those of Prof. Scott in his "Outline of Nature Study"; and many others from our leading teachers' training schools. It seems to me that they are all implied and find their warrant in the truth that nature study of the right kind with the related work will so develop the individual and give him such an attitude of mind that he will become an independent, appreciative liver.

Teachers, let us live that there be higher ideals, that there be fewer "delving, eyeless moles." Train the child to be a machine when he must be. Develop a sound body, the servant of a sound mind. Work to create an atmosphere that shall lead to a habit of humble, joyous, reverent living. Strive to send pupils forth with the song:

"This world's no blot for us,
Nor blank; it means intensely and means good.
To find its meaning is my meat and drink."

DISCUSSION.

Opened by COMM. A. N. DEMORAY, Edmore:

I heartily indorse most of the thoughts expressed in the paper. First, that the rural school is admirably situated for the study of nature; second, that at the present time it seems we should give it a place upon the course at least once a week. The thoughts farther expressed in the paper, that we should study plant life, that we should study animal life, that we should know enough of geology at least to show the child that the soil comes from the rock,—seem somewhat impractical when it is remembered that the average teacher is not a Darwin nor a Huxley. Few teachers in any of the counties can lead children into nature study, for up to two years ago few of our country teachers knew anything of botany, few of them had any idea of insect life. This condition, to a great extent, is with us today; and before we can carry out the thought expressed in this paper, we must have a few more normal schools and a few better teachers in our graded schools.

There was one other thought in the paper to which I take slight exceptions. It was this,—the better a general understands the lay of a country, the better he can lead the army; but the army is there and must be led. Our army is now in the field,

and the general that understands the lay of the country and can take these children out into the fields in all their beauty and open their minds to all these teachings, is indeed a general; but woe to that man or woman who, in ignorance, shall lead these children out and misdirect the talents God has given them. No teacher can teach that which he does not understand. There are many grand books to help us on these subjects, but few of our rural teachers are able to avail themselves of their contents; still, though we cannot do all the scientific work suggested in this paper, we can at least bring the plants into our school grounds where the pupils can learn to observe their growth and habits, the soil in which they best thrive. In thus making the grounds a garden as well as a play ground, we will be giving the children thoughts that will make them better. Herein can the teacher do a great amount of good in the country schools. But as for insect life, we can have but little of it. Of course we can study the cocoons of a great number of insects; but I find that in a great majority of the cases where this is attempted, it is merely for amusement. Not long ago I was surprised to find a collection of these cocoons in a school which I visited; and, upon asking the teacher concerning it, I was informed that the children brought them out of curiosity. Now it is a question with me if, when a child comes to the teacher all alive with curiosity and the teacher is not able to satisfy him, there is not a danger at that point of killing the curiosity of the child.

The study of geology is just a scare to the country teacher; she cannot do a thing with it. We must depend upon the graded schools and normals to give us an army of teachers that may put in practice the thought expressed in the paper just read. I hope, however, that this subject may be agitated until it is seen clearly that it is necessary to study nature in the country schools, for no schools are better situated for this study.

We have also another element to fight, and that is the father and mother. The usual father will say,—“My boy must study that book. I want none of that balderdash in the school room.” If the commissioners will organize Mothers’ Meetings, you can kill out that sentiment through the avenue of the mothers. If you can get them with you, the old farmers may talk; but it won’t amount to much. We have these Mothers’ Meetings in our county, and they are a great help in creating an educational sentiment.

COMMR. F. STILLSON, Fremont:

Must we necessarily wait until the normal schools or the graded schools furnish us that army of teachers? Cannot there be something done in this association that will give us an outline or plan for nature work in our rural schools? In my county it is the same as in Mr. Demoray’s. In our institute last year we had a great many object lessons. I took the lead in showing teachers simple experiments for country schools, but I find that this has not produced very good results. The teachers seem unable or too indifferent to take hold of this work. I have seen only one attempt at reproduction, and that was an experiment in chemistry in which I am afraid there were many mistakes made. I fear that this work in the hands of inexperienced teachers will not leave the right impression upon the child. It seems to me there might be some plan adopted whereby we could make greater strides and reach this nature work sooner in our country schools. Of course we have the love of the almighty dollar confronting us each moment. The fathers, and many of the mothers, fail to see that there is much that is more desirable than the dollar. We need teachers who can interest the fathers and mothers, but to do this it does not seem to me teachers need to have received normal instruction.

SUPT. F. D. SMITH, Greenville:

It seems to me we do not need to wait until the normal schools and the high schools shall give us better teachers. I am certain that some of the very best work in nature study is being done today by teachers who have not had this equipment. If they have a love for nature, I believe that, though they at present may know very little scientifically, they can lead the child to look up through nature to nature’s God,—lead him to a loving appreciation of the great universe. I remember going out with some boys who had never seen a tulip in blossom. These boys went into ecstasies over the blossoms, tore them to pieces, and enjoyed the study of them quite as much as they would had they known the scientific name. Any teacher is supposed to have brains enough to avoid teaching things that are not true. Doubtless the more scientific knowledge the teacher has, the better the work will be done.

Every teacher should know how to ally this nature study with literature, and lead the child thereby to appreciate what the great artists' thoughts have done for us.

I feel that I would like to take issue with our friend Demoray. We do not need to wait. The country school is the place for this work; and in many a little one-horse school among the pine stumps of Kent county excellent nature study work is being done. What we want is inspiration.

COMMR. A. HAMLIN SMITH, Grand Rapids:

I am inclined, with my brother Smith, to take issue with Commr. Demoray. The rural teacher has the two essentials for the teaching of nature; she has the child, and she has the nature all about her. The boy, at least the average boy, is a born naturalist; and, as Brother Smith says, many most excellent results have been reached by teachers who have had no previous preparation, but have inspiration.

COMMR. DEMORAY:

I want to say that we have in our county several teachers that are doing good work in nature study; but most of these teachers have been at summer normals, over to Alma College to their summer school, or to the summer school which my friend from Kent holds each summer.

F. D. SMITH:

They did not get science there; they simply got inspiration,—a desire to do this work. It is not possible for three-weeks' normal school students to get a great amount of scientific knowledge.

A. HAMLIN SMITH:

Our inspiration was born in three days, and Miss Harris was the lady who "borned" it.

DR. B. A. HINSDALE, Ann Arbor:

There are two or three things that I feel moved to say in relation to this subject. I will not enlarge upon the nature of nature study; that is not the subject of immediate discussion. I shall assume that we all understand that our education, our mental growth, begins with the establishment of points of contact between our own minds and the several orders of facts that are about us in the world. The first of these points of contact are points that lie in the realm of nature. About the same time points of contact are established between our minds and the social world; later between our minds and our minds, and we become introspective. This statement covers the whole ground. Minds are developed, in the proper sense of that term, through study of subject matter that is systematic, well ordered, organized. Undoubtedly there is a certain educational value attending haphazard observation, haphazard attention to the subject; but I wish to ask, if you please, what the subjects are out of which, in the schools, we are now getting the largest amount of educational value? What are the subjects that do most for the pupils in the high schools, not speaking of the grades below or certain arts of the elementary schools, such things as penmanship, drawing, and arithmetic? These are not studies proper; they are simply tools with which we teach our pupils to become familiar, that they may use them in the commerce of life. What then, are, the subjects out of which we get most developing power in the high schools and the upper grades of the grammar schools? Do we not get most out of those subjects that have been best organized, best systematized? It is by systematic observation, it is by the study of things in their relations, by giving attention to those connections that have been established in the worlds of nature and mankind that the mind is developed. I suppose there would be no dissension from this proposition. There are some things with regard to which a good deal of inspiration can be aroused, and yet the work is without method. Although observation in such case has a certain value, we do not get the invigorating influences that the school needs out of such work.

I return to the question asked before: What are the subjects out of which we have hitherto obtained the best results in the high school? Latin, mathematics, and physics. This is not necessarily because there is more educational value in these subjects than others, but because they have been reduced to pedagogical form. Teachers know how to handle them as they have not learned to handle other subjects. The same educational value is not obtained from German as from Latin, or

from the sciences as from physics, not because there may not be equal educational value there, but because it has not been put in pedagogical form.

I agree with much that has been said in regard to literature and nature study; but I do not believe that we are likely to obtain the best educational results until something more has been done in the way of systematizing instruction,—in the way of bringing the matter into pedagogical form. Much has been said here about inspiration and zeal. I am no enemy to inspiration and zeal, but a friend; yet I remember that there was a man in ancient times who did a great deal of harm, not because he was lacking in zeal, but because his zeal was not according to knowledge.

PRESIDENT ANGELL was called upon and said:

I have not enough to say to pay to climb the stairs. I came here to learn; and I wish to say frankly that, if you were to see the rural school in which I was trained, you would be very sure I have little to report that would be of any value to this audience. The schools that I attended were of such primitive order that the questions which have come up here were never even thought of. I suppose from what has been said here and from what I know, that we need all the help we can press into service in bringing the rural schools to the point where they can be of real service in the teaching of nature study. Though I never had a teacher in the rural school who mentioned or knew anything about this subject before us today, I do remember that in the physician of the village we had the scientific man, the inspirer of all us boys in the neighborhood, who not only had to take his medicine, but who were compensated and consoled by the inspiration he gave us in respect to the study of the plants which he gathered from which to make these nauseous doses. We need the help of all the men scattered through the country, and the physician is most apt to have scientific training. If my friend Pattengill will get after the country doctors as he has got after the rest of us, they will be pressed into the service.

There is no subject so important just now as this subject, no topic of such primary importance to us as to solve the problem of the rural school. I think we have got on pretty well in our high schools and the higher institutions of learning—I should have to say that whether I thought so or not. But I do feel profoundly that Michigan has much to learn and to do in solving the problem of the rural school. The solution of that problem must rest in the solution of this,—how to get into these schools teachers who are competent to give instruction. That is the problem. Our normal schools and high schools are struggling with it. It does seem that at present they are not adequate to the supply of rural teachers who are prepared to do this work. The people of Michigan must make up their minds to face this problem without flinching. If it costs money, money must be had. There is no problem of such vital importance as that of furnishing the rural schools with teachers who are qualified to do that work, which, in some respects, I consider the highest kind of teaching that a man or woman can be called to do. I have often felt that it was the greatest misfortune of my life that I never had a hand in teaching district school.

I can, therefore, little more than express my sympathy with this movement, for I trust this is the beginning of a vital movement through the State for the elevation of the district schools. The great problem is how can we get the teachers (not the cousins and sisters of the directors, but the best qualified teachers), who will consent to serve for the meager compensation furnished. They must be persons who are willing to serve largely for the fun there is in it. If there is a teacher in Michigan who does not find in his daily calling, quite apart from the compensation, the richest reward that life can give him, that is not the teacher we want in the rural school.

I hope that the friends here today will go to their homes with the thought in mind that this is not only a high calling, but a joyous calling; and no man or woman has any right in it who does not look at it from this point of view. If there is any higher joy than kindling in the youthful mind a desire for knowledge and imparting to him that knowledge, I for one have not yet found it. And I hope that we shall all go away from here with this lesson, that we are to go to our work with a love for it which shall inspire every one of us, that we shall use every help that comes within our reach, and that we shall all strive to make these schools far better than they are today.

President Hoyt closed the discussion by announcing the next paper.

WEAKNESSES OF RURAL SCHOOLS AND THEIR REMEDY.

COMMISSIONER R. D. BAILEY, GAYLORD.

The topic of the rural school has been, to a considerable extent, overshadowed by that of other schools.

According to a late report of the Superintendent of Public Instruction, there are nearly six thousand more ungraded than graded schools in the State. While there are about two hundred sixty thousand pupils in the graded schools, there are two hundred ten thousand in the ungraded schools. By ungraded we mean, in the main, the rural schools. The rural school, then, should receive no small share of the attention of this association.

I love the little rural school, the school that has done so much for a large share of our leading Americans in past years. It stands there staunch, sturdy, brave, hardy, expectant, neglected. Some of the best fiber of our civilization has been developed in the little red school house. The rural school, then, which is pre-eminently the school of such a large percentage of our population, should be a good school; but the rural school of today is weak.

The course of study and the quality of instruction in rural schools should be identical with that in the village schools, if not better, in certain points. The rural school has not made progress commensurate with that of other departments of instruction. It has, throughout its existence on this continent, been characterized by many absurdities, and is even now handicapped by many of the same. It is high time some of the conventionalities of rural schools were laid aside. Healthful innovations have occurred in populous communities, but our rural districts are highly conservative; and this conservatism has sadly delayed changes which the present state of pedagogical practice demands. There is no class more conducive to the stability of our government and our institutions than our rural class. When that class is content, prosperous, and intelligent, our government need fear neither threat nor shock. Statesmanship, then, demands that the education of this stable class be carefully fostered.

While the high school is truly the poor man's college and should be raised to the highest degree of excellence, it is no less true that the rural school is the sum total of instruction for hundreds of thousands, and that its horizon should be extended somewhat. Few ideas in school management are more admirable than that of having the rural school lead up to the village or city school. But the mistake has been in depending too much upon this plan, with the consequent weakening of the course of study in the rural school, with the expectation that those who wished higher instruction would attend higher schools. Comparatively few attend these higher schools, while the many forever miss the advanced studies, if not at hand. The result, then, of the present practice is to reduce the course in rural schools to the most elementary studies, to the exclusion of not a few in which the country boy or girl has a right to be instructed.

In addition to the meager course of study, too many school houses are unfit to be used, and very many more are insufficiently equipped with appliances for good instruction. The attendance of large numbers is irregular and insufficient. There is too little really first-class teaching and too much that is very, very poor. Hundreds of rural schools are miserable specimens, because they are taught by young persons inadequately prepared. The blind are leading the blind. I venture the assertion that hundreds of so-called teachers have not the slightest conception of their real duty or of the ringing injunction: "Thou that teachest another, teachest thou not thyself?" Thus, thousands of children are using precious, formative years doing little better than marking time. How long shall this outrage continue? Every commissioner is in honor bound to refuse a certificate to such teachers, if it cost him his re-election. We employ too many children as teachers. We employ too many who, while themselves pupils, showed no special aptitude in self control; no unusual love for study or skill in imparting knowledge; no special degree of tact, talent, or executive ability. Such persons and their friends would have legislation silenced, that it may not, with stern behest, bid them out. They would tamper with an art of whose principles they are ignorant.

One of three fundamental principles upon which Humboldt began the organization of the famous Prussian schools was, "Every teacher must be trained." Horace Mann was solicitous upon this point. All our leading educators think the same. The trend of legislation is that way. Thinking people in many communities are demanding it. Yet, what a farce is the preparation of the majority of the teachers in our rural schools.

Dr. Stoy, who had trained teachers for more than twenty-five years at Jena, said: "One of the most important problems in the life of any civilized nation is the training of teachers. A thorough, systematic, and methodical course of training is absolutely necessary to obtain good, efficient teachers." The improvement of the teaching force is one of the most direct means of improving our rural schools. I believe that not a few rural teachers would do better, were they more sure of their tenure of office. There is weakness and much dissipated time, effort, and money, in the frequent change of teachers in rural schools. The public can secure better teachers by giving them something to work for. Could not our legislature justly fix the minimum of term of contract in case of those properly trained? If so, I think teachers would at once enter upon courses of professional training with much zest.

A county commissioner can render valuable assistance by making a business of supplying schools with teachers. He may make his services so valuable to rural school boards that they will have implicit trust in his ability to choose for them. By making his recommendations with care, he may soon have a good teaching force in his county. Commissioners should stop giving certificates to teachers who cannot teach. The law requires an applicant for a certificate to have teaching ability as well as scholarly ability. The friends of disappointed applicants will rage, but justice demands this course.

There is great weakness in our method of hiring teachers. The curse of our rural schools lies in hiring for favoritism; hiring because some one has a "pull" on the job; hiring because "she is a nice girl" or

"he is a good fellow;" hiring to spite some one else; hiring because the teacher's board-money is wanted; hiring to give some needy person a "job;" hiring because those delegated to hire are too lazy to hunt up a good teacher; hiring for every reason under heaven except a good reason. Boards should hire with great care, pay well, and then require first-class service or resignation of contract. Well may the people grow restless under the burden of taxation, when they see the poor results.

As the State Superintendent of Indiana said: "No office in the State has more fully justified its own existence than that of the county commissioner." The commissioner may exert great formative influence upon the status of the rural schools in his county. If there is, or should be, a faithful class of officials who do work for which they are not paid, many times not thanked, who do work "for the good of the cause," it is our commissioners. Yet they can do still more for our rural schools, and I believe they will. The length of the commissioner's term, like that of the State Superintendent, should be not less than four years. It is obvious that many reforms which he might work out in rural districts are left immature because of the brevity of his term of office.

Rural schools, in many of our northern counties, are suffering because the commissioners are paid but a pittance (even as low as \$250) and expected to earn their real living in some other way. Under such circumstances commissioners sometimes do but a nominal amount of work, holding examinations and visiting schools in the most formal way. The legislature should make the minimum salary \$500 and require a definite amount of work. The salary should be such that experts will be called to and held in the office. The commissioner can employ his entire time in a county containing but twenty-five schools.

Commissioners can help our rural schools by coming into zealous, enthusiastic contact with the people in every district. They can do much to educate sentiment by holding district or township meetings throughout the county, much as our State Superintendent has done in his rallies and Inspiration Institutes throughout the State. Too much of the commissioner's work is done from his office and at a distance. I do not lay the blame of our poorly manned rural schools at the door of our superintendent; we know he has braved everything in raising the standard of examination questions. We cannot charge it entirely to rural boards, for many of them know no better. I do say that every one of us eighty-four commissioners has a responsibility that we cannot evade. When we unflinchingly refuse certificates to those who do not possess eminent ability to teach, then we will have better schools. When a commissioner finds that a certain teacher is not reading professional books, educational papers, and attending local institutes and associations, he should ascertain at once if said teacher is an original genius who does not need these helps or if she is too dead to know that they exist. Commissioners should be more frank and explicit in telling teachers where they could improve. They should advise with teachers even more personally, should almost know each pupil, that they may talk advisedly with the teacher. All this will require commissioners to be more upon the field in person.

Having accepted the office, we commissioners should do or die in it, regardless of comfort or pay. Let the commissioner edit a school column in the local papers. In so doing he can do much to educate the

people up to certain standards. A series of blanks or circular letters on definite, separate subjects, sent to officers and teachers, will do much good. I am not sure that the present mode of choosing commissioners always selects the best man for the rural schools.

There is weakness in the little, struggling rural school, which is too small to be an inspiration to teachers or pupils and which is supported by a few families, themselves so poor that they find life a hard struggle. Such schools should unite and be strong. Instead of several schools in a community being barely able to eke out the required five months in a half-starved way, with a poor teacher, no reference books, no library, no appliances, such a union would allow nine or ten months of good schooling, with all these advantages.

The Connecticut Board of Education well said: "By creating in our townships many little parasitic governments, partially independent in school affairs of each other and of their townships, we have rendered the proper management and control of schools impossible, or, at least, unlikely. The town is the organic unit of our popular self-government, and there should be substituted a simple and well ordered town management of schools." The United States Commissioner of Education said what is strictly true of Michigan at the present moment: "The chief defect in successful administration of schools arises chiefly from the multiplicity of school districts and of independent local authorities, with the *invariable* results of small schools, low standards, low wages for teachers, poor supervision or none at all, and waste of funds." One board managing the schools of a township is like one board managing the ward schools of a city, which is done far more satisfactorily than it could be by a separate board for each ward. Such a union would have a strong tendency to call into service those having professional training and to make teaching less of a make-shift and more of a profession. It would, moreover, stimulate the intellectual life of remote rural districts. The time is ripe for such a change. Teaching is tending to fall into the hands of specialists, and rightly so. The union of several districts would allow a specialist to be employed who would divide his time between two central schools, giving instruction in sloyd, penmanship, manual training, music, or drawing. The Governor of Massachusetts, in an annual message, speaks in the highest praise of union.

The subject matter in the course of study for rural schools is yet too meager. Such courses do not give the country boy and girl, who may never be able to attend any other school, as broad a view of life as they deserve. To such courses should be added, among other subjects, elementary principles of agriculture, courses in biography, poetry, prose, many features of the manual training courses, and a course in nature study, as outlined by Austin George, Louise Miller, C. B. Hall, or Professor Scherzer, at the last meeting of this association. Such things are not possible in isolated rural schools, of course; but by union into central schools they would be. This plan is not without strong precedent. It is employed quite generally throughout Massachusetts, and is spreading in Ohio; it is sanctioned by B. A. Hinsdale, and looked upon with favor by not a few other educators. The extreme conservatism of rural districts and societies representing them, causes them to stand in their own light.

The transportation feature of this plan of union of small districts is simple of solution. Pupils have less distance to walk, are gathered up and taken to the central school and returned home by a responsible contractor, who is under bonds regarding time, style of vehicle, warmth and security of the same, time of arrival, etc. Under this arrangement, more attend school, irregular attendance on account of weather and truancy is avoided, the children are always under supervision of a responsible person, both on the road and at school, children are safe from objectionable companions, grading is more possible, and the instruction of the child in the most remote rural district made virtually as good as that of his city cousin.

One of the greatest points of weakness in rural districts is apathy and indifference. The tours of our State Superintendent, coming into contact with the people in many ways, have set in motion a wave of enthusiasm and interest that is doing much to dispel this indifference; and, for the sake of our rural schools at least, I hope that it will be deemed wise to continue the plan for two years more.

Coming directly from the field of action, justice impels me to state that I have not heard one first-class teacher complain of the high standard of the examination questions, while many teachers glory in the strictness which now characterizes examinations. The questions in current events have been the only thing that have kept the spark of life in some of our rural teachers and their schools. I respectfully urge that our department of education continue a rigorous policy.

The use of the eighth grade examination questions sent from Lansing, is one of the most direct helps in bringing up the work in any given district and in unifying the work throughout the county. The greatest hindrance to the proper use of these questions lies in the fact that, at the time of issue, some schools are just closing, some have closed, and some are just commencing; at such absurd times do many of our northern schools begin and close, they being laws unto themselves.

While school legislation in 1895 was comparatively stringent, no less advancement should be made by the legislature of 1897. We are not apt to go too far in these matters. On reading the reports of the United States Commissioner of Education of a few years ago, we smile to see how educators hesitated and wondered over school problems that are now handled easily. When public money is to be dispersed, it becomes necessary to lay down very definite conditions. We look to our legislature to help us in many things, at once, which would require many years of dreary waiting, were we obliged to await the voluntary action of a whole State. We may rest assured that the people at large will never vote upon themselves many of the stringent measures which the good of our schools demands. Like much other beneficial legislation, such measures must be enacted by a small body of thoughtful, far-seeing men, devoted to the public good. These needed reforms, left to local caprice, will require a century for their consummation; our legislature may give them to us at one stroke. Rural schools would be helped wonderfully by legislation on the following points:

1. Each district should be required to furnish free text-books.
2. Compulsory purchase of some prescribed amount of library books by each district.

3. Minimum number of months of school gradually increased. Compulsory school age made longer.

4. Truant law made more effective in rural districts.

5. Use of library funds for general school purposes positively forbidden.

6. Minimum age of teachers raised one year each year, until the age of twenty-one is reached.

7. Forbid the issuance of any certificate to any person who uses tobacco.

8. Fix the minimum length of teachers' contracts, in rural districts, at the minimum length of the school year.

9. Explicitly allow two or more rural districts to unite into a central district, and to spend money for transportation of pupils.

10. Raise the qualifications of examiners.

11. Delegate more definite authority to the commissioner.

12. Withhold primary school money from districts that fail to maintain a truant officer.

13. Limit the number of pupils a teacher may have in charge.

14. Compel use of a system of records similar to Welch's Classification Register.

The "State Manual and Course of Study for District Schools" has proven to be a very helpful guide to the rural school teacher. I believe that rural schools would be farther benefited if the following additions were incorporated into the next edition:

1. A full outline of nature work for each grade.

2. A course in biography, designating certain characters to be studied partially or in full by each grade.

3. An appropriate number of classic prose works for each grade.

4. An appropriate number of classic poems for each grade.

The times demand a man who shall step forth and champion the cause of the rural school in a masterly manner. Such a man must have intimate knowledge of these schools, be possessed of penetration, foresight, executive ability, persistent courage, and a self-sacrificing spirit that is willing to work, organize, prune off, originate, prove the worth of new methods, endure opposition, work without pay, or hope of reward or place.

God bless every one who works disinterestedly for the rural school, for he is performing a labor of love, the full value of which he cannot know.

DISCUSSION.

Opened by SUPT. H. R. PATTENGILL:

The previous speakers have all spoken of the trouble with our schools and the remedy to be applied. It reminds me of a story of the old darkey and his mule, for the only trouble seems to be as to the application of the medicine. The story runs as follows: A certain doctor was accosted on the highway by an old darkey with a refractory mule, and asked if he could not insert some medicine under the mule's hide to make him go, to which the doctor obligingly consented. Returning some time after, he found the darkey sitting disconsolately by the wayside with no mule

in sight, and was interrogated as to the charges for medicine used. Receiving the reply that it would be twenty-five cents, the darkey said, "Well, suh, you jes' give me fifty cents 'wuth so's I kin cotch dat mule." That's just the way it is with the school officers. The teachers as a whole are so far ahead of the patrons and school officers that the medicine should be applied to the latter; and I am sure it would take at least $2\frac{1}{2}$ times as much medicine as the teachers have taken, to make the school officers catch up with them. Perhaps this statement will make our patrons angry, but I'd like to make them angry, so angry that they'll come out to teachers' meetings to score any one who stands for good schools; and then I could have a chance to talk back at them. I have held rallies when at least thirty school officers should have been present, with only *one* present to talk over the important matters pertaining to our schools; but this was not in the northern part of the State, for most of the communities where patrons and school officers combine with teachers as they should, are in that locality. Most of the lower parts of the State need an educational upheaval that will shake them from center to circumference. Such is the apathy existing in this regard that it is no wonder we occasionally find some farmer even advocating the cutting off of the primary school fund. Let all the teachers have the courage of their convictions and see to it that no such legislation is ever attempted, and that the schools are not starved out in any such way. Let them seek to awaken an enthusiasm in school affairs that shall make it impossible for the rich miser to keep his children at home to work and then compel the entire school to mark time while they are catching up.

If I could have 84 county school commissioners as good as some I know, and sixteen thousand school teachers as good as some I know, and seven thousand district officers as good as some I know, the world would stand aghast at the progress in education which would be made. The work from now on should be such as to arouse the people on educational topics, to make definite the difference between school teaching and school keeping, to inform each community in regard to school matters, and awaken them to such an extent that they will not stop short of anything but the best.

DR. HINSDALE:

I have listened with the greatest interest to the paper read by the commissioner and to Mr. Pattengill's speech, because I am interested in the subject. Very many useful suggestions have been made with regard to the solution of the problem, for that the rural school presents a problem to be solved at the present time is a proposition not likely to be denied by anyone who understands the subject.

I concur in the opinion that has been expressed by Mr. Pattengill, to the effect that the teachers of the State, open to criticism as they may be in some particulars, are considerably in advance of the communities to whom they minister in their educational capacities. This is true in the cities, true in the villages, true in the country—so far as the range of my knowledge of the subject goes—and I quite agree with Mr. Pattengill that it is necessary, if progress is to be made, that additional interest, and a more intelligent interest, shall be awakened, so far as the country considered as a whole is concerned, with reference to this matter.

I wish now to refer to two of the points brought before us by the commissioner. In the first place, to what he said with regard to the instruction furnished in the rural schools and the town or city schools. I agree with him in the general tenor of the proposition which he stated; but my observation leads me to think that the most effective and valuable instruction in any kind of school must come, to a considerable extent, from the immediate environment of that school. A country school is very different from a city school. Pupils living in the country know vastly more about nature. Pupils living in the cities know vastly more about mankind than those living in the country. The result is that those children who live in the country and who attend the country schools enjoy very great advantages, as compared with the city schools, so far as those subjects are concerned that demand an original knowledge of nature. Our knowledge gained in school must be built up or developed along the lines of an earlier knowledge. None of us receive our first tuition in schools. No education ever begins with a book, ever begins with language. There is an earlier instruction, a wider education, a more primitive culture, which must be acquired in order that the instruction which comes by the way of the book may be more fruitful.

It therefore follows that country children have an advantage over city children in the study of geography, in fact in all those studies immediately relating to

their environment. For instance, you attempt to teach children living in the city something about agriculture. If you have never visited city classes studying geography, perhaps you may not be informed as to the difficulties encountered in teaching that subject. But this is the main point,—if instruction in the public schools of the country districts is to be most effectual, it must be built upon the original or first hand knowledge of things that the children acquire in their contact with the world.

[At this point Dr. Hinsdale called attention to the Committee of Twelve appointed by the National Council of Education to look into this subject, of which committee he is a member, being chairman of one of the four sections into which it is divided. The four subjects under consideration by these various divisions, are as follows: school maintenance, provision and improvement of teachers, school supervision, and the instruction of schools. The committee held its final meeting in Chicago about a month ago, and the four reports then presented, which will make up the one final report, are now in process of elaboration and will be submitted at the next meeting of the N. E. A. The subject is being very thoroughly investigated, and a volume of perhaps two hundred pages will probably be ready by next spring, giving the recommendations of the committee on these various points.]

He then continued:

I want to give emphasis to one thought. We are going to be compelled in this country, in my judgment, to throw the burden of maintaining public education more than at present upon the great concentrations of wealth and population. One great reason why the schools are poor is that there is not money enough to carry them on as they ought to be carried on. Often the money cannot be obtained upon the ground. It is a sound American principle that all the wealth of the State shall be made available for the education of the youth of the State. The city of New York is paying to counties outside some million and a half of dollars each year. Here is a vast concentration of wealth that may properly be taxed for carrying on education in the state outside the city of New York.

I want also to call your attention to the subject of concentrating schools. This is a very important matter. They are doing that in Massachusetts and the New England states, and the subject is being agitated in the other states of the Union, and particularly in Ohio, where they have obtained special legislation authorizing school boards to consolidate schools. I have a private letter from one man living in northern Ohio, which reads practically as follows: "We are giving up the small schools and are building at the center of the town a six thousand dollar school house, which will accommodate all the children of the town. We expect to pay better salaries and will therefore secure better teachers." A later letter states that they have done this. The children are carried to and from school in hacks that are paid for out of the public funds. A list of specifications is made out calling for bids for carrying the children of the town to the school, and the men taking contracts must provide robes and blankets and, if necessary, foot-stones, that the children may be made comfortable. That is the way they are going about it, and my correspondent upon the ground says that the children who go four miles get there in better shape than those who have to walk a quarter of a mile; not only this, but they escape many dangers from immoral associations. This movement is intimately connected with the improvement of the country roads, for what helps one general condition of society helps another. Of course this cannot be done in every county; but if we are to have the kind of schools that we want to see in the country, it is absolutely necessary that we shall bring about a concentration of the children, because it is just as impossible to have a good school without a sufficient number of children to engender inspiration, as it is to make a fire out of one stick of wood. Every one who has looked into the facts knows how absurd the situation is.

President Hoyt made the necessary announcements regarding the Normal reunion and other matters, after which Dr. Smith of Ypsilanti, asked permission to speak, calling attention to a recent editorial in the Detroit Free Press regarding the recommendation for increasing the salary of U. S. Commissioner Harris. Said editorial had made some assertions concerning the value of Dr. Harris' report for 1894-95, stating that the astute editor of the Press was "unable to find any evidence that the work in which the commissioner is engaged is of any real value

in prompting the cause of education throughout the country," and that "it is doubtful if anybody ever reads it," which scurrilous and untrue statement justly called forth Dr. Smith's recommendation that the editorial be considered by the committee on resolutions.

The Lansing school choir then sang "'Tis Morn" with exceeding sweetness, responding to an encore with "Wait on the Lord."

Supt. Grawn, chairman of the Committee on Revision of the Constitution (which was appointed two years ago), was called upon and read the following as a result of their labor:

CONSTITUTION OF THE MICHIGAN STATE TEACHERS' ASSOCIATION.

ARTICLE I.

Name—This organization shall be known as the Michigan State Teachers' Association.

ARTICLE II.

Objects—Its objects shall be the promotion of educational interests and the elevation of the profession of teaching.

ARTICLE III.

Membership—(a) *Active*—Any person engaged in any branch of educational work may become an active member of this Association by the payment of an annual or life membership dues. (b) *Honorary*—Any person may be elected an honorary member by a majority vote at any regular meeting. Such honorary members shall enjoy all the privileges of the Association, except that of voting, and shall be exempt from the payment of fees.

ARTICLE IV.

Officers—The officers of this Association shall be a President, two Vice Presidents, a Treasurer, a Recording Secretary, a Railroad Secretary, a Superintendent of Exhibits, and an Executive Committee of nine members. The President of the Association shall be, ex-officio, a member of and the chairman of the Executive Committee. The Secretary of the Association shall be secretary of the Executive Committee, and shall meet with them.

ARTICLE V.

Election of Officers.

SECTION 1.—Upon the opening day of each annual session of the Association, the President shall appoint a nominating committee of five to present candidates for all the offices except that of President, Railroad Secretary, and Superintendent of Exhibits.

SEC. 2.—The adoption of the report of the nominating committee shall be considered an election, unless otherwise ordered by the Association. The officers, excepting the Executive Committee, shall hold their offices one year or until their successors are elected. Three members of the Executive Committee shall be elected at each annual meeting and shall hold their office three years.

SEC. 3.—The Executive Committee shall appoint the Railroad Secretary and the Superintendent of Exhibits.

SEC. 4.—The annual election of officers shall occur between the hours of 11 a. m. and 2 p. m. on the second day of the session. A plurality vote shall elect. The

election shall be under the direction of five inspectors appointed by the President of the Association. The report of the inspectors shall be final.

SEC. 5.—All vacancies that may occur shall be filled by the Executive Committee.

ARTICLE VI.

Standing Committees—At the first session of each annual meeting the President shall appoint the following standing committees, each to hold until the next annual meeting:

1. An Auditing Committee of three members, to be taken from the Executive Committee, whose duty it shall be to pass upon all bills presented to the Association for payment and to audit the report of the treasurer.
2. A Committee on Necrology to be composed of five members. This committee shall report at the next annual meeting the names and obituaries of members who have deceased during the year.
3. A Committee of five on Resolutions, which shall report such resolutions as may be deemed wise and expedient, at the final session of each annual meeting.

ARTICLE VII.

Treasurer's Bond and Report—The Treasurer of the Association shall file with the President a properly executed bond, with three acceptable bondsmen, for the safe keeping of the moneys and other property of the Association entrusted to him. The sum for which bonds shall be given shall be fixed by the Executive Committee, and shall not be less than \$500. The Treasurer shall make a report of the condition of the finances of the Association at each annual meeting, and to the Executive Committee whenever said committee may see fit to call for such report.

ARTICLE VIII.

Time and Place of Meeting—The annual meeting shall be held at Lansing (unless otherwise decided by the Association at a regular meeting), during the holiday vacation, the exact date of the opening of the session to be decided by the Executive Committee.

ARTICLE IX.

Program—The Executive Committee shall have entire charge of arranging program for annual meeting, except as otherwise provided by the Constitution. For the purpose of arranging program and the transaction of such other business as may come before it, the Executive Committee shall meet in August at such a date and place as the committee may select.

ARTICLE X.

Section Meetings—The Executive Committee shall arrange for the following section meetings if practicable, and others if deemed desirable:

1. Section of College and University work.
2. Section of Commissioners' work.
3. Section of High School work.
4. Section of Primary work.

ARTICLE XI.

Dues—SEC. 1.—The annual dues shall be \$1 for gentlemen and 50 cents for ladies. The life membership dues shall be \$10 for gentlemen and \$5 for ladies. No person shall be permitted to vote or hold office in the Association whose dues are not paid.

SEC. 2.—The receipts from the sale of life membership shall be invested, and the interest only used.

ARTICLE XII.

Reports—SEC. 1.—The Executive Committee shall, through its chairman, make an annual report to the Association, stating what they have done and what they deem it desirable and practicable to do in the future.

SEC. 2.—The proceedings of the annual meetings of the Association shall be published and distributed among the members.

ARTICLE XIII.

Quorum—Fifty members shall constitute a quorum for the transaction of business by the Association. Seven members shall constitute a quorum for the transaction of business by the Executive Committee.

ARTICLE XIV.

Disbursements—No money shall be paid out by the Treasurer of the Association except on the written order of the President, certified by the chairman of the Auditing Committee.

ARTICLE XV.

This Constitution shall take the place of the old one in every respect.

ARTICLE XVI.

Amendments—This Constitution may be altered or amended by a two-thirds vote of the members present at any annual meeting; but any proposed amendment must be submitted in writing and be read before the Association at least twenty-four hours before it is acted upon. At the time of reading, the time at which it will be submitted to vote must be stated and cannot afterward be changed.

C. T. GRAWN, Traverse City,

C. H. GURNEY, Hillsdale,

F. R. HATHAWAY, Flint,

Committee.

Several points in the report came up for discussion, as also the financial situation; and the report being finally accepted, the meeting adjourned for the noon intermission.

Tuesday p. m.

As seven sections convened on this afternoon, it can be imagined that the Capitol and its immediate vicinity presented an animated scene about the time the city clock struck the appointed hour of 1:30. The various sections were distributed as follows: College Section in supreme court room; High School Section in senate chamber; Primary, Physical Culture, and Music Sections at First Baptist church; Commissioners' Section in representative hall; Mathematical Section in pioneer room.

A detailed account of each will be found at the conclusion of the general program.

Tuesday Evening.

Notwithstanding the work crowded into Tuesday afternoon, the evening was busier still, no less than three college reunions giving opportunity for fraternal greetings and happy reminiscences.

More than half a hundred M. A. C. graduates gathered in the college library building, where they were cordially received by President Snyder and Mesdames Wheeler and Smith. Refreshments were served on tables decorated with roses and other flowers, for which daintily arranged

spread the faculty ladies and "co-eds" were responsible, while the gentlemen added the usual "toasts" to the bill of fare. A cordial welcome was extended to the alumni by President Snyder, and responded to by C. L. Bemis of Ionia. Drs. Kedzie and Beal, Messrs. Frank Kedzie and C. B. Collingwood, Profs. Smith and Wheeler, and Supt. Hammond, each contributed to this part of the program; and the reunion closed with a general handshake and "God speed."

About seventy-five members of the Olivet faculty and alumni were received at the pleasant home of Mr. and Mrs. J. B. Porter. The rooms were decorated with Christmas greens, a dash of color given here and there by a tasteful arrangement of roses and carnations, while a large bowl of lemonade in the hall served as a lubricating feature in the general sociability. It was an exceedingly pleasant reception and resulted in a renewal of many old acquaintances, the college songs by a former quartet recalling numerous memories of "Auld Lang Syne."

Several hundred Normalites filled the spacious parlors of the First Baptist church, both during and after the palatable supper that was served in the church dining hall. All the rooms were decorated with the Normal colors, and all the place was merry with music and repartee. Marching, singing, and impromptu speechifying each added to the general good time. Prof. George acted as master of ceremonies and began the speechmaking by congratulating the Normalites upon their many happy reunions, telling a funny story as illustrative of their indebtedness to the railroads for bringing them hither at reduced rates. Prof. Putnam being introduced as the Nestor of Michigan, made a happy little speech and created a laugh by saying he could not tell a story so well as Prof. George because he had not practiced so much. Prof. Barber toasted "the school ma'am,—the purest, best, sweetest girl in the world." Supt. Grawn said it seemed as if two-thirds of the State Teachers' Association were made up of Normal graduates. Miss Maxwell, superintendent of the Evart schools, expressed her pleasure in thus meeting old friends. Supt. Chalmers spoke of the old times at the Normal, and thought these reunions ought to be multiplied. N. H. Haven, recently returned from Colorado, being asked to toast the class of '79 (of which he was a member), thought perhaps they should be roasted rather than toasted. A recitation from Prof. Moss and the Normal "yell of '96" varied the speechifying, after which Supt. Norton was called upon and introduced his remarks by saying that he could have rendered more assistance in a march or Normal yell. Miss King being led to the front, referred to the wonderful reciprocity existing between Normalites, and said the life of the Normal School was an ageless one; that it would go on and on when all they were gone, and she for one would always be glad she'd been in it. The time intervening before the lecture hour having passed, Supt. Pattengill was asked for a final word, in which he spoke of the pleasure he had received from his four years' association with the Normal School, saying he hoped to remain as an honorary member after his connection with it had ceased; and though no longer a Board, he hoped ever to remain a strong plank in its support. With the singing of "God Be with You" this Normal reunion that has grown to be a feature of the State Teachers' Association, came to an end, and all hastened to the audience room above.

Preceding the lecture, "My Country, 'Tis of Thee" was sung by the audience, Rev. O'Dell led in prayer, and the Ariel Male Quartet sang "My Love Is a Rover," receiving such applause as elicited two other renditions.

President William R. Harper of Chicago University was introduced to a crowded house, which gave excellent attention to his scholarly address on "The Spirit of Study." From the wealth of thought we cull the following:

As the teacher is a student, it is his function to encourage study. The mass of humanity think only of the daily routine. There exists an apathy with reference to educational work that is appalling when realized, and there is such niggardly provision made for the higher education in all the middle and western States. The educational question is not the most prominent one today. Nor is it questions relating to theological investigation, nor to scientific investigation, nor yet to literary productions. It is not questions of the religious life that occupy the minds of the people most deeply, but it is politics—social questions—using the term in its narrowest meaning—that are absorbing most attention. Our newspapers touch on questions of education, but fill their columns almost entirely with the other, because it is this that attracts the greatest amount of attention. There is the widest possible divergence of opinion, and often a lack of charity toward opposing factions. The greatest difficulty is that not enough people *think* seriously. The most important thing in all study of such problems is the recognition and adoption of the proper spirit toward one another.

First of all there should be a spirit of caution. Rush and rashness are to be deprecated. Delay saves where hurry ruins. To be cautious is to be wise; caution is not timidity. Too many rush blindly into wrong methods through ignorance of the difficulty to be surmounted. Often new methods have more difficulty than the old ones that are abandoned. It often requires more courage to withstand the tide of public opinion than to go with it. The greatest evil of our day is a tendency toward the divorce of leaders from those who should be taught.

Second, openness of mind should characterize all teachers. The object of education is to open the mind to truth. Many minds are closed to the great truths all about them. Here education should accomplish great results. But as Jesus Christ, the great teacher, held back many things from his disciples because they were not yet able to comprehend them, so caution in this regard is wise on the part of the teacher. Failures in education occur when school or college fail to open the mind; but the school is not always at fault. The mind may open for a time and then gradually close. This may occur in three ways:

1. Early training may narrow the mind and make it inflexible.
2. Certain views may be adopted too early and nothing afterward be able to change the mind.
3. Narrowness may come through mental indolence.

Indolence of mind is as common as indolence of the body; and, when consciously done, is a far greater sin. As the guides of those who study, teachers must strive for openness of mind among the students; they must cultivate the spirit of inquiry. The questions of today are the same as those of many years ago; but they demand new forms of settlement, else we work in a circle without progress. New situations call out new

methods. There may be some new policy whereby a better settlement may be found for old social or educational problems, and the spirit of inquiry is necessary for this reason. The desire, the overwhelming passion to discover new truths, is more requisite than even openness of mind; and we should encourage a desire for research—it is the door to all higher life.

The specializing spirit controls our action in these days. It is thought that only the specialist can speak with authority. Specializing is the most striking feature of the 19th century; and though this is a necessity, there is great danger of its leading to narrowness, through the separation of all other classes, the breeding in, as it were. We should guard against a narrow spirit in specializing. Let us not think our one method of work the only one. Let us remember that all specialists are related to all others. It needs all to make the whole; breadth and comprehensiveness are essential. A narrow spirit is fatal to all progress.

Another element in the spirit of study which the world demands today is the spirit of construction rather than that of destruction—a building up instead of a tearing down. To gain that which is beyond, we must often witness the destruction of our present idols—to gain heaven our bodies must crumble; but let us not destroy until able to substitute something better. The Great Teacher said, “I come not to destroy, but to fulfill.”

Then, as the guides of those who study, teachers must be cautious, must be open-minded, must be of inquiring minds, must be broad and charitable. If all could be this, then would come the solution of all our problems, and a realization, at least in part, of the ideal life of which all prophets and poets have spoken.

A concluding piece of music by the Ariel Quartet completed an enjoyable and profitable evening.

PROGRAM.

WEDNESDAY, DECEMBER 30.

A. M.

Opening Exercises.

Music.

Paper—"School Sanitation," Supt. W. E. Conkling, Dowagiac.

"State Uniform Course of Study," discussed under three topics:—

1. Should systematic work in Nature Study be carried on in all grades below the high school?
2. Should the Mathematics of the elementary course include both Geometry and Algebra?
3. Should not United States History be a part of every grade below and of every course in the high school?

P. M.

Music.

Business Meeting.

Report of Committee on Constitution.

Report of Committee on Resolutions.

Music.

Reports of Special Committees.

Election of President.

Report of Committee on Nominations.

Wednesday, 9 a. m.

The general session again filled representative hall to overflowing. Devotional exercises were conducted by Rev. Osborne and followed by a vocal solo, "Asthore," by George Van Buren.

The following letter addressed to the Association, was read by Supt. Pattengill and referred to the committee on resolutions:

My Dear Friends: I trust that I shall not seem to intrude on your deliberations in addressing you on a subject that lies within your interests and influence. I cannot doubt that, while your work is that of intellectual training, you recognize your responsibility to exercise such moral influence in the schoolroom as is in your power. Brought constantly in personal contact with your pupils, you acquire an interest in them that you would do the utmost in your power to form their characters on the lines of virtue and even of religion.

I venture to say that it is impressed on your minds, as in your varying positions you are compelled to know and study the characters of both sexes, how often even the principles of honesty, truthfulness, and modesty are wanting, and how deficient is the average disposition in those elements that must combine for the reputable and useful life.

I have had an experience for many years in a different sphere. Officially connected with our juvenile reformatories, I am impressed by the fact that our Industrial School for Boys has always 500 inmates, and our Industrial Home for Girls has now reached 300. Conceding that these youths come of the illiterate class and many of them from the degraded classes of society, they have generally been in school. Of 174 girls at Adrian two years ago, with the exception of 31, all were received from the first grade up to the high school. Of 366 boys at Lansing, all but six could "read and write."

What has even more impressed me has been the common report in villages and towns of a class of boys and girls, in the common phrase, "going to the bad." The present movement for the introduction of the Curfew Bell originates in this experience. The suggestion I have to make is that the Ten Commandments shall be put up in every school-room. This may seem a very inadequate means of securing a better tone of morals; but there is force in having the divine law before the eye, and the word of the teacher would be strengthened by the appeal to "God spake these words."

While any direct religious teaching is forbidden by the principles of our national and State government, I cannot conceive of any sectarian, or non-sectarian, objection to keeping in sight of children this simple code of morals. Morality is supposed to have the support of all good citizens. Every direct injunction of the decalogue has the support of the civil law.

I presume that the adoption of this suggestion would be only in the power of the school trustees. In addressing you, I ask your consideration and, if approved, your influence with those who have the authority.

With sincere respect,

Yours very truly,

GEO. D. GILLESPIE.

SUPT. S. B. LAIRD:

I would at this point emphasize what to me seems a very important measure. In view of the terrible inroad which the cigaret is making, be it

Resolved, That the State Teachers' Association express itself most earnestly that an anti-cigaret law be passed this winter. I believe the time is auspicious for this movement, and I should be glad to see such a movement.

Carried.

An exhibition of reading and writing was given by several pupils from the School for the Blind, and a telegram of greeting from the Idaho Teachers' Association was read and answered.

SCHOOL SANITATION.

SUPT. W. E. CONKLING, DOWAGIAC.

In theory our present educational system provides for the training and development of the physical powers as well as the morals and the intellectual faculties of the boys and girls who are soon to be men and women and to occupy various positions of life. In the practical work of the school-room, however, there seems to be a tendency to over-estimate the relative value of mental training, often to the neglect and detriment of that which is so essential—the proper development of the body and the preservation of health and physical strength.

Those who are interested in the larger city schools and the higher institutions of learning have for many years recognized the necessity for scientific investigation, and instruction leading to a better understanding and appreciation of the natural laws of sanitary science. Boards of health and health officers, college professors and instructors, superintendents, principals, and teachers of city schools, are usually enthusiastic in their efforts to prevent the spreading of contagious diseases and to secure and maintain good health and vigorous physical constitutions for those under their care and guidance.

Boards of education and building committees begin to realize more fully their responsibility in securing suitable locations and in selecting proper architectural designs for school buildings. As a result of this interest, the sanitary condition of buildings and grounds has been greatly improved. The modern school edifice, which is constructed according to the requirements of recently developed sanitary laws, is comparatively free from many of the defects found in the school house of twenty years ago. The long, narrow stairway, so detrimental to the health and strength of many young people, is not found in the modern building. Improperly lighted and poorly ventilated rooms with dingy walls and low ceilings are being replaced by buildings with rooms planned and arranged with reference to the more advanced ideas of sanitary conditions and requirements. The rooms of the upper floors, reached only by unnatural physical exertion, and the damp, gloomy basement, with low, narrow windows, are no longer considered suitable for regular school work.

The spirit of sanitary and architectural progress is also found in the smaller cities, the villages, and the rural districts; but, in many localities, various existing circumstances frequently combine to lessen the practical results. It is to this class of schools and to a brief consideration of some of these circumstances, conditions, and surroundings, that our special attention is now directed.

Generous, progressive people, with valuable property subject to taxation, are certainly helpful to the cause of education; but the wealth of a community is often controlled by those who seem to have no special interest in the public school. Sometimes a district is so unfortunate as to have as citizens the wealthy taxpayers who, in their anxiety to practice economy, are unwilling to appropriate the necessary funds to provide suitable buildings and appliances for educational purposes. Their children are required to attend school in the building that was erected

in the days of the pioneers. The log cabin, which was the home of the pupils of those early times, long since disappeared, and in its place stands the more convenient and commodious dwelling house with modern improvements, in the construction of which sanitary laws have been earnestly consulted and faithfully incorporated; but the school house remains the same. Necessary repairs have been added, but with no progress, no improvement. Pupils occupy the benches which bear the marks of the pen knives of their ancestors. The carpenters who constructed the desks seemed to realize that pupils should sit erect, and apparently labored with this one idea in view, regardless of the conditions so essential to the true physical development of the children. The benches are so high that the feet of the smaller pupils do not reach the floor, which condition is often followed by serious results. The arrangement of the windows is such that the pupils sit facing the light or perhaps the window space does not equal at least one-fourth the floor space, as required by the school sanitarian. Pupils accustomed to work in this room consult the oculist and are informed that they must wear glasses, leave school for a few weeks or for the remainder of the year, in order that the eyes may be relieved from study. Again, the ceiling of the room is so low that the required two hundred fifty or three hundred cubic feet of space for each pupil is not provided. The means of ventilation is so defective that pupils go from the room with headache and other indications that the blood has not been purified, because of an insufficient supply of oxygen which the air of the school room should contain.

Such violations of hygienic and sanitary principles should not exist. The remedy will necessitate financial outlay, and the economist will declare that the school house that was good enough for the parents is suitable for the boys and girls of today. This apparent negligence as to the construction of buildings and proper sanitation is due largely to indifference or ignorance on the part of those who would cheerfully provide, if they could be led to realize the benefits to be derived from the change, and to understand that such investments would yield rich dividends in the intellectual and physical development of the pupils.

If school boards, teachers, and health officers of the rural districts would manifest the same interest as those of similar positions in the larger cities, they would soon receive the necessary public support; and school sanitation would become a popular subject for discussion and consideration. It may truly be said that the danger resulting from the use of impure water and unwholesome food, also from communicable diseases, is not so great as in the more populous districts of the city. This fact does not diminish the responsibility resting upon those whose duty it is to care for the sanitary condition of the school premises. Death or failure of health resulting from carelessness or indifference should be prevented; if necessary, by appropriate legislation properly enforced.

Teachers are frequently employed in districts where their acquaintance with the habits and customs of the people is limited. Doubtless they will find that the moral and sanitary condition of the neighborhood does not reach their ideal standard of excellence, under which circumstances but comparatively few changes can be made at first. It is useless to dictate radical modifications or even to suggest changes that involve any unusual pecuniary consideration. Such innovations are fre-

quently retroactive and greatly decrease the possibility of the improvements that the conscientious teacher considers so necessary to the success of the school. Existing conditions and surroundings must be accepted at the outset; still, much can be accomplished by a carefully arranged and properly executed, systematic plan of work.

It is a well established, yet deplorable, fact that the source of many serious diseases may be traced directly to the school room. It is at this point that personal responsibility should be emphasized. The teacher should not only be an intelligent physiologist, but should manifest a deep interest in the practical application of hygienic and sanitary laws. Many valuable suggestions and useful directions may be obtained from the reports and supplementary pamphlets issued by the State Board of Health; and if the legislators who are soon to assemble in this city will make the necessary appropriation for the general distribution of these documents, pupils, teachers, and patrons will become far more intelligent upon this subject, and diseases like diphtheria, pneumonia, and scarlet fever will be less prevalent.

The public school affords excellent opportunities for teaching many useful lessons in neatness, care of body, and general physical development. Cleanliness, the first law of health, is one of the most important of sanitary considerations. The floors and school furniture should be kept as free from dust as possible. Recent scientific investigation reveals the fact that "most of the communicable diseases are usually spread by means of atmospheric dust, of which the germs of these diseases sometimes constitute a part."

A carefully graded series of lessons showing the absolute necessity of pure air, wholesome food, and personal cleanliness, properly taught, has the effect of instructing the pupils from early childhood, almost without their knowing it, in all the more important principles of sanitary science. The proper application of these principles gives the pupils a new interest in the affairs of home life; and, when those who are now in school take their places in the management of the affairs of life, they will assume the new duties with minds already instructed and trained regarding many of the subjects that will demand their attention. The work commenced in the school room will be carried into homes where, in many cases, the habits, customs, and manners will be raised to a higher standard of excellence.

Much of the time given to the study of technical physiology in the public schools should be devoted to the consideration of the practical phases of the subject, and pupils should be led to understand that the proper observance of the laws of health is imperative, and that the natural penalty is sure to follow any violation of these laws. Pupils will study at twilight or otherwise tax the power of vision beyond the natural strength, in order to learn the definitions and descriptions of the various parts of the eye, as given in the text-book, without seriously considering the proper care and preservation of the organ about which they are studying and which is of so much importance. Teachers explain the theory of ventilation and, at the same time, pupils fail to grasp the ideas, because the atmosphere of the room is so filled with health-destroying impurities. People complain of trouble with their teeth and dentists become wealthy, because teachers require pupils to learn all

that can be found in their books of reference concerning dentine, enamel, and the general structure of the tooth, without the practical hints and suggestions which, if properly emphasized, would lead the pupil to exercise care and thus escape much expense and unpleasant experience in after years.

Considerable interest in the sanitary condition of schools and school children is being expressed by many people not directly interested in the routine of the school room. A recent number of "Good Health," published at Battle Creek, contains a list of questions sent out to ascertain the opinions of some leading public men upon this subject. Answers to these questions from state governors, members of congress, and other men of high official standing, will doubtless be of interest to the school teacher. Some of the questions which these leading men almost unanimously favor are here given in substance. The first question deals with the personal cleanliness of the children, and each answer recognizes the importance of the question and suggests that it should be enforced by the teacher.

There seems to be some difference of opinion as to the propriety of connecting with every public school a health department with a qualified physician at the head of the same; but that portion of the question which provides "that the building occupied as a public school and the pupils attending the school should be regularly examined with reference to health and sanitary conditions," meets with more general approval. They would also require teachers "to give special attention to such matters as proper attitude in sitting, correct method of breathing, and the development of a fine figure and dignified physical bearing."

Another number of the same journal gives a list of questions addressed to the superintendents of some of the leading schools of the United States. These questions are similar to those which we have just considered. They call for individual opinions concerning the necessity for medical supervision of schools, for the medical examination of pupils, and of the duty of teachers relative to the matter of cleanliness of pupils. Some of the questions call for existing conditions, and what is actually done in each school regarding "the instruction and training in proper breathing and proper position, or attitude, in sitting, standing, or walking." They also ask if systematic gymnastic exercises are a regular part of the day's program.

These questions are answered by superintendents of some of the leading schools of Michigan and of neighboring States. While they differ somewhat on special points, doubtless due to local surroundings and conditions, they are in general quite uniform and indicate that, while much is being done for the sanitary care of pupils of public schools, there is still chance and actual necessity for improvement.

COMMR. J. L. WAGNER:

I was surprised, when I looked up this matter, to find that our State had so little legislation on this subject. I am pleased to know that our State Board of Health has prepared and sent out circulars regarding prevention of communicable diseases, etc. I wish to say that we have made excellent use of these circulars, and I find that the teachers are much interested in them, often expressing a desire that more be sent them for distribution among the parents. It is many times because par-

ents are ignorant of the conditions surrounding these buildings that they do not have better surroundings. You would be surprised, if you were to visit district schools, to note the difference in pupils. In many schools you will find pupils sallow, pale, and unable to execute the work, simply because the air is so terrible. It must be that the teachers feel the influence of this impure air,—it affects all. This can be remedied easily and inexpensively, if only there were some one to look after it. Then, as to the seats; in Kentucky there is a law which states that seats shall be provided to fit the children. In some of our school houses there are seats which have been used for three or four generations. The seats remain and wait for the children to grow to the proper size. Parents are awake when you bring the matter before them in the proper light. In many cases teachers and school commissioners and school officers simply let matters slip along.

"The State Uniform Course of Study" was the next topic on the program, and Pres. Hoyt gave a word of explanation regarding the work of the committee appointed two years ago to arrange a course. The chairman had left the State and it was impossible to make a complete report at this time, so it was decided to present instead three distinct topics for discussion concerning the course of study, with the aim of arriving at some definite conclusion; and then, should it be the wish of the Association, the committee might be re-arranged for next year and a full course of study be reported.

Reference to the program showed the three topics to be as follows:

1. Should systematic work in nature study be carried on in all grades below the high school?
2. Should the mathematics of the elementary course include both geometry and algebra?
3. Should not United States history be a part of every grade below and of every course in the high school?

DISCUSSION.

PROF. KEELER, Mt. Pleasant:

The topic open for discussion this morning is, "Should systematic work in nature study be carried on in all grades below the high school?" I am sure there is not a person here this morning who does not favor it. Without it the child's education is incomplete. If every child who enters the first grade of the primary school could pass through each successive grade and finally be awarded a diploma from the high school, the reason for teaching science in the grades would not be so apparent. But too many have their school career cut short, and it is not wise or kind to send them out into the world without giving them a few directions for appreciating the things with which God has surrounded them in nature. It is one thing to see, to hear, to touch, and another to observe, to listen, to feel. The education of the senses is the threshold to the development of the mind. It is the avenue through which the mind must proceed. Rightly presented nature study cultivates the use of every sense, and for this reason it should be taught in each and every grade below the high school. One of the great benefits mentioned in this direction is that it trains the child to closer observation, it opens closed eyes and unstops ears, is conducive to thought, and therefore the child's power to think will be vastly increased. Remembering, then, that it is thinking men and women who are the most helpful members of this human family, the only real helpful ones, the value of nature study is apparent.

Some say that nature study is not practical. You will admit that anything which can be brought into our school room that will open the eyes of our boys and girls, thus revealing to them the laws that govern all things, is of the highest practical value, and therefore should not be omitted from any grade. To make it emphatic, it must be taught by direct observation. We must come in close contact with nature; study it as we find it. I believe in broader exercise and observation. The flower should be studied in its natural place in nature. The science excursion should be the central, the all-important matter,—the object not to collect a few specimens; but an hour spent in watching the birds and flowers will do much to awaken thought, more than weeks with books could do. In these times, when teachers are making such strenuous effort toward unification, the science lesson holds an important part, because we can get from it every element of the education; because it creates in the child an enthusiastic desire for knowledge; because of the wonderful sympathy of the child with every form of life; because it leads the child to discover truths for himself, and inspires him to learn more; because of the moral benefits of the teachings in kindness and gentleness with the weak, and a greater love for truth. For these reasons, and for others that might and probably will be given, science or nature study should be used whenever an opportunity is offered.

SUPT. E. L. BRIGGS, Coldwater:

During the past two years a committee of men and women in the various lines of educational work throughout the State has been engaged in the effort to formulate a uniform course of study for the schools of Michigan. At the meeting of this Association one year ago, the committee laid its work, so far as developed, before the teachers for general discussion and suggestion. The report was not designed to be final, and the committee was continued for another year. Upon certain features of the course of study there has been so general an agreement that conclusions might have been reached with some promptness in respect to these. Upon other features a reconciliation of views and an adjustment of conditions were not so readily made, and three of these questions are resubmitted for a more definite discussion at this morning's session.

In the material presented by the committee last year, no single subject received so much attention as nature study. There were at least three complete outlines covering the work of the primary grades, and two elaborating the subject in relation to the grammar grades. These outlines differed materially in the fields covered, in the method of treatment, and in correlation of this subject with others in the course. The differences naturally resulted from the differing basal principles assumed in the construction of the course. The outlines were individual products rather than the consensus of the opinions of the committee or even a section of it.

Our discussion this morning is not upon the incorporation of one or other of these outlines into the course of study, but rather whether systematic nature study shall be carried on in all grades below the high school. The past five years have been a period of vigorous discussion of the course of study in all educational circles. The search-light of the most skilful investigators has been turned upon it to determine what in it was of worth, and what was effete and worthless. The result has been the discarding of many features that had long been held dear and the bringing into prominence of educational means that before had received but small consideration. Through the wisdom of our National Educational Association these investigations and the conclusions reached have been formulated into great reports that must remain in the future as the classic pedagogic products of our day. No one would be so foolish as to claim that all the educational wisdom of the day had been gathered into the reports of the Committees of Ten and Fifteen, but all must admit that they have done more to quicken rational consideration of educational methods and means than any other deliverances of our age. The student of these reports and of the best current educational literature cannot fail to see that, among those whose opinions are authoritative, there is a general agreement that nature study should have a place in all the grades below the high school.

The grounds upon which this conclusion is based may be stated in three general propositions. First, nature study exerts a peculiar and unique influence in education. Its efficiency in awakening and quickening mental activity through the development of the power of observation, in bringing the child into a right relation to his environment and in cultivating a reverent regard

for nature and her laws, is superior to other subjects that hold a place in the curriculum of the schools. Secondly, it is of great value as a preparation for the later and maturer science studies of the high school. Habits are rapidly developing toward a fixed condition, as the child advances through the lower grades of school. Deprived of the peculiar influences of nature study during these years, he must approach the science work of the high school with far less adaptation of mind than would have been possessed had the work of the grades given him a constant though very limited contact with nature about him. The mastering informally of a certain portion of the nomenclature of science, familiarity with some of its fundamental principles, and the accumulation of a respectable fund of facts, will always give the young person a decided advantage in the thorough and comprehensive studies of later years. Thirdly, the facts of nature themselves are of such worth as to make their learning a matter of high consideration in this age of scientific development. A large percentage of the children of the State never reach the high school. It would be gross injustice to these so to shape the courses of instruction on which their shorter period of school life is occupied, as not to afford them some limited excursions into the great realm of nature. The facts that will have so vital an influence upon their joy and sorrow, and in their success and failure all through life, should, because of their importance as matters of knowledge, be given a definite and fairly proportioned place in the curriculum of the elementary schools.

Geography and physiology now hold their places in the grades as the sciences that must have consideration, to the exclusion, if necessary, of all others. The former is fixed by long established precedent as well as by its worth as a fundamental to education. The latter, with us, is fixed by legislative enactment, whatever we may think of its educational value. A limited amount of nature study may be done in connection with these subjects. Lessons preparatory for geography in the primary grades may and commonly do cover a broad scope of nature topics, but with the use of the text book and the beginning of the formal study of geography the work is so narrowed and the methods so modified as to deprive it of some of the most valued characteristics of true nature study. Physiology yields but feeble results, except as an information subject. The human organism seems poorly adapted to cultivating the scientific spirit in the elementary schools. These subjects will not satisfy the needs of the schools today in nature work. The model course must comprise in its treatment some of the simpler features of all lines of science study. The field of nature study is so broad there can scarcely be placed a limit to the work that may be advantageously done. Of the almost innumerable outlines that are available, some give especial emphasis to one line, as botany; others to another, as entomology, or physics. There is a large opportunity for the gratifying of tastes, both of supervisors and teachers, and each school should use the privilege of modifying its work so as to adapt it to its teaching force and its local facilities for study.

In reference to the time to be given to this subject the Committee of Fifteen recommend sixty minutes a week, not including geography in the work embraced. This is a conservative limit and may readily be accepted as a minimum. By a correlation of nature study with other subjects a larger apportionment of time may be secured. My feeling is that, unless there is efficient supervision of this work or the corps of teachers is peculiarly fitted for instruction in science, the time of pupils may be even worse than wasted; for it may result in the cultivation of habits that will weaken the child's power of accomplishment. The work requires the bringing of the child into contact with nature itself, and is not satisfied with the mere reading about nature or the teacher's description of forms of life and phenomena. There must be field excursions, collecting and studying of specimens, experimenting, as much as possible performed by the individual pupil, classification. To accomplish this work successfully requires a peculiar adaptation and preparation in the instructor.

Schools that can afford a special supervisor, who has the needed qualifications, are favored. As the teaching force is constituted today, only a small proportion of it, left to their own resources and abilities, would secure results through these methods, commensurate with the time that would be absorbed in the effort. There is, hence, much need of caution about pressing the work too vigorously upon schools that will be weakened in their efficiency by an attempt to do that which they can do but indifferently, in order to be abreast of school developments in some more favored localities.

The tendency is strongly in the direction of giving nature an important place in the course of study in elementary schools. Its peculiar worth is such as to make this tendency irresistible, and there will be a gradual modification of work in its favor until it is finally adjusted to its proper relation. Most valuable manuals and texts are being constantly issued for the guidance of those who can use them, and teachers are more and more becoming enthusiastic students of the subject. In the meantime a model course of study must give to it an assignment of time for every grade, and a suggestive outline should be presented as a basis of the work. Normal schools, institutes, and superintendents, must use every effort to inspire and qualify teachers for the new task of instruction.

The excellence of the work must never be measured by the perfection of the outline, but rather by the spirit in which it is accomplished. Fewer topics wrought out in an intense interest will be of greater worth than an elaborate scheme pursued in a perfunctory spirit. Bryant gave expression to the principle that must control all successful science teaching in every grade. It is,—

"To him who in the *love* of nature holds
Communion with her visible forms, she speaks
A various language."

COMMR. D. E. MCCLURE, Shelby:

A great statesman who is soon to go into history says in one of his state papers that is a condition and not a theory which confronts us. The condition of some forty to sixty per cent of our rural schools is such that boys and girls cannot come in contact with them without being contaminated; and so my remarks will be along the line of how we can bring about a better condition of the district schools. Dr. Hinsdale says the only remedy is in immediate environment; that the environment must be changed. Commr. Demoray says it must all come through the normal schools. But I see before me Professors Simmons, Grawn, and Thompson, who are a part of the educational history of Michigan, and they tell me that the best nature teaching they ever got was on the farm; so this work does not necessarily begin at the normal school and travel down through,—it begins with the rural school.

The Agricultural College is doing more, through its system of institutes, to place the farmers in sympathy, to make them advocates of nature study in the rural schools, than any other instrumentality in the State. At an institute held three weeks ago where there were two hundred farmers present, there was a most scientific discussion upon the chemistry of the soil, which was listened to and understood; and there were fifty directors there who said they were going to do some work along that line. It is in the same way by arousing an interest among the patrons, that Supt. Pattengill has done so much good with the inspiration institutes. We may make all the nature study outlines we please; but unless we bring the taxpayer into sympathy with nature teaching, we shall only widen the gulf between the teacher and patron. We must bring people into sympathy with this, and then better conditions may be brought about.

We must, in our district school grounds, cultivate trees and shrubs and flowers. I can name a township of five schools where they have correlated the teaching of literature and history and science. To make this practical they do not need a textbook on science,—they teach by *doing actual work*, by caring for the trees and flowers which they have about them. This has resulted in the hiring of teachers by the year and paying forty or fifty dollars per month in the district schools. The school house is the center of neighborhood influence, and in that neighborhood they go to see the school grounds as we go to see the life-saving station. In one case the life-saving station is the saver of individual life; in the other, of national life.

SUPT. E. C. THOMPSON, Saginaw, W. S.:

I am not quite sure that I have very much to say upon the subject of nature study. There are two facts that confront every thinking educator. We have the child as one fact, and his environment as the second; and, as Dr. Hinsdale brought out so beautifully in his discussion, this environment leads out first into the beautiful world into which the child is born, and then into the social life that surrounds the child, and then back into the child's own life. As educators it seems to me that we can hardly separate these three conditions of environment. It seems that the thought leads out from the child into social life and back to himself;

or as Plato represents it, "the soul turns upon itself." The child must be forever and always the center. God made man in his own image, and he is the all-important factor that comes in connection with this work of education; he is the central thought of the teacher's life and work.

What I want to say is more in the line of a protest than anything else. I think we all recognize the beauty of nature—at least we men who were, in our boyhood days, upon the farm and enjoyed the brooks and flowers and gladness of the old home life—and I think few of us would be willing for a moment to take out of our lives the beautiful experience in connection with the beautiful world in which we were born. The question then is, how shall we bring the child out into this glad life? Can we do it as teachers, by any such method as the following: We bring the cocoon from its native element into the air of the school room, not always the purest air, not always into the gladdest sunshine. By and by, in the course of nature, the butterfly or the moth comes, spreads its wings, and tries to strengthen itself in the air in which it comes to life. The children admire it, and by and by the poison is brought into play, the life is taken, a pin is passed through the little body, and it is put up in a case for the children to admire. I ask, in all earnestness and sincerity, is that nature study? How different from the life we saw developed upon the farm when we saw the cocoon hanging upon the stalk of wheat, until the life came and it fluttered away in its native element. I ask, again, is this nature study? And I think I see the answer in your faces. I want to protest against that kind of science work or nature work in the primary schools. If they want to do that kind of work in the colleges, I do not object; but I do object to such lessons being taught to the children in the primary and grammar grades,—lessons of cruelty, lessons that carry with them pernicious effects all through life. I think that illustrates about what I wanted to say,—that, if we are to have nature study, we should have it in some systematic order. I am not sure but it may be correlated with some other studies. The time is short. Four years cover about all the time that we have for the education of the children in Michigan; and what we do in the line of nature study or in the line of history study or in the line of literature or mathematics, we must do quickly. We have no time to waste on too many excursions. We have no time to waste on too many excursions.

PRES. FISKE, Albion:

I want to throw out one general thought. I have for many years believed that there was lacking the fundamental principle in the thought of managing primary schools. I do not think we ought entirely to isolate a child from the world in which he was born, in which he must live, and for which he must be educated. I therefore heartily believe in the principle of nature study in the primary grades. Of course there is scholarship as an art and scholarship beyond simply an art,—scholarship as a life; and I think that, while we carry forward the work of the school for the purpose of giving the pupil a knowledge of the arts which he must use (a knowledge of writing, of language, of geography, etc.), he should be taught in touch with the world; that he should be taught in the life that belongs to him. Therefore, I would, it seems to me, make the pupil as intelligent as may be in regard to those things about which he is learning. If he is reading about an oak-tree, he should understand what that compound word stands for. I would not make the school room any smaller than it is, I would make it larger. Instead of making it 20 by 30, I would make it a mile square. I would have the pupil intelligent about the things he sees when he goes out of the door and which he must use. I believe in educating the child from the very first for the world in which he must live.

PROF. C. E. BARR, Albion:

Systematic work in nature study? Yes. I do not read the question in this way, "Shall systematic work in botany and geology be carried into the lower grades?" What we want is to bring our pupils into connection with plants and animals and forms of water,—in direct contact with *nature*; not as it has been classified and systematized by man. We cannot successfully teach children in the primary grades to appreciate the beauties of nature. I advocate nature study not, therefore, on account of its refining influences, not on account of the study itself; but because of its reflex influence upon the other subjects throughout the school course. I would make the leading idea *observation*. I would teach the child to observe accurately, to see accurately all the things about him; the information is secondary. Accurate observation is the important aim, the one thing that justifies us in placing it in these lower

grades. The fact is very familiar to most of us that the present generation of students is a generation that is deficient in a great many things the older generations were well trained. They are deficient as spellers,—not taught to observe the form of words. Nature study, properly applied, will teach pupils not only to observe nature, but to observe all things, so that the form of a word will be observed just as accurately and thoroughly as any object. I would, then, answer the question very decidedly, *yes*.

SUPT. C. T. GRAWN, Traverse City:

I have been greatly interested in this subject and have tried to do considerable work, but I believe there has been a great deal of what we may call "sky-scraping" along this line, the same as we have experienced along the line of child study. It seems to me we should follow the suggestions given by Dr. Harper and exercise caution in our manner of procedure, thus avoiding errors of fact. As an illustration of this I have in mind a lesson given by a teacher on the subject of wheat. The teacher taught the pupils that the wheat was sowed by an instrument called the *harrow*. Another teacher in one of our normal schools, in a model lesson developing the subject of corn, stated that the husks were used for fattening hogs.

This first subject having been pretty thoroughly discussed, the second, "Algebra and Geometry in the lower grades," was next considered.

SUPT. C. L. BEMIS, Ionia:

On account of the few minutes at my disposal it will be impossible to discuss the subject as I would like. All I can hope to do is to take one or two points and give them a little brushing.

That there should be taught in our schools a limited amount of algebra, general arithmetic, and the elementary notions of geometry, is a matter that is settled at least in my mind. As soon as a child has committed to memory a number of combinations in addition, subtraction, multiplication, and division, he begins to put his knowledge into practice by solving problems suited to his stage of mental development. Even before these are completed, when but a few are learned, they are reviewed in a multitude of practical problems. From these he gradually works into abstract arithmetical computation. As soon as he has limited concepts of number, he begins to work them into the practical affairs of life. When fairly clear concepts of number are reached and many practical problems have been presented which are constantly becoming more complex, a time will come when a little knowledge of general arithmetic, or algebra, would throw such a flood of light upon the problems as to rob them of all their terror and make the solving of difficult problems a pleasure instead of a dread. Why not here, the same as before, develop new notions for the rapidly approaching advanced work? Some preparation should therefore be made. General addition, subtraction, multiplication, division, enough of fractions to be able to clear equations, simple equations of one or two unknown quantities in which the known quantities are expressed in figures only, is in my judgment necessary to meet the requirements of the new mental state the child is fast entering. It is, to be sure, but a small amount. It gives the pupils, however, all that is necessary to make clear any algebraic problem given in any of our mental or written arithmetics. Besides this, see the extra amount of mental discipline he has acquired. When we see that he has the ability to work with greater ease, it shows that he has a clearer notion of his work and a proportional increase of mental strength.

We have pupils in our B 7th grade who are able to work and understand quite hard problems in equations of one unknown quantity. The teacher, Miss Steele, has reached this point in a most successful manner. She attacks the equation the first thing, teaching the signs, addition, subtraction, etc., as she develops the equation. The child, to be sure, has had nearly all these points fully developed in arithmetic, and she takes advantage of all he has had there, weaving it into her instruction in a most ingenious manner. Her work in the use of letters is to make the points learned in arithmetic general—a step toward the study of algebra proper. Our work is designed to go gradually from the particular, arithmetic, to the general, algebra, the same as we glide easily from the concrete in the earlier stages of arithmetical study into the practical and the abstract. We claim for this more enthusiasm on the part of pupils, a better knowledge of arithmetic, and as a result greater mental strength.

A great many have the idea that the geometry to be taught in the lower grades is the same as that taught in the high school, and they proceed with the demonstration of propositions and soon come to the conclusion that it does not pay to teach that subject in these grades. If all understood that geometry proper does not belong to the grades below the high school, fewer mistakes would be made.

The object should be first to develop geometrical concepts. This is begun even in the kindergarten. Clear concepts of these forms is not secured at once. It takes time. These forms should be handled and even made by the pupils. In many of our primary rooms the most of them are before the pupils continually.

Many of us think that we have clear notions, when if put to the test we would find ourselves sadly deficient.

[Mr. Bemis at this point related several incidents to prove his assertion, one being an experience of his own. Thinking to give his pupils a practical illustration of the dimensions of the cubic foot, he ordered a carpenter to make as many cubic inches as are contained in a foot, and went after the blocks with the expectation of bringing them away in his coat pockets. Imagine his surprise to find that they filled two market baskets. At another time he asked several teachers to make a guess as to the length of time required to empty a cubic mile of water, if a cubic yard run out every second. The guesses ranged from two to three months, and great was the surprise of all to find it would take about 173 years.]

After handling and making comes drawing, and with these come the terms which stand for the mental concepts. These terms at first should be given only when the objects are at hand. •

A considerable amount of quantitative work should be done; as measuring lines, surfaces, solids, angles, etc. In the measurement of angles a protractor should be used and accuracy should be required the same as in other measurements. Following this should come construction of geometrical forms on paper, and the reading of angles, triangles, squares, cubes, etc. These should be constructed on paper with great care; little board work should be done, because anything like accuracy is impossible with the string and crayon.

With this work should go original designs, based upon the primary concepts. Here is a grand opportunity for the cultivation of the creative imagination, and in the B 8th grade at Ionia this work is made to develop neatness, accuracy, and individual taste of the pupils.

The result of this work will be a gain of a large number of clear geometrical concepts, increase of mental power, and preparation for the geometry of the high school.

No child grows to the age where he takes geometry in the high school, without forming some geometrical concepts. With his mind directed as it should be by a teacher, it will take but little more effort on his part to get a greater number of concepts; and the result is a larger mental grasp with but little outlay of mental energy.

SUPT. W. S. PERRY, Ann Arbor:

I am interested in this discussion, because I hope it will result in defining more closely our course of study. It must be admitted by all that one at least of the essentials of a good school is a good course of study,—one that is sound pedagogically, wisely selected in its elements, and orderly in its arrangement.

I hope that what I say will be practical and to the point. I would like to begin by saying that the elimination from our course in arithmetic of such subjects as banking, stocks, cube root, progression, alligation, equation of payments, and perhaps other branches, was eminently wise, greatly simplifying the work in this subject; and it seems to me a step almost as wise in the schools that they have filled the places of the discarded topics with concrete geometry. I wish to indorse what was said in the last paper in this regard. My reason is that in geometry we are dealing with quantity, with magnitude, with measurements which furnish larger conceptions of the scope of mathematics and its practical usefulness, opening to the youth in the 7th and 8th grades fields of observation never before presented to them—a needed corrective of the narrow and groove-like way in which most of the arithmetic in the lower grades is conducted. Geometry is practical. It touches the activities of life at many points, I think at more points than does arithmetic. It has to do in some form with all mechanical arts, with all handicraft, with all constructive industries, as well as with decorative operations. It is present whether we teach it or not. It rightly begins with the kindergarten, and should be carried

through all the school course as something easily comprehended and richly educative. I think geometry one of the most notable acquisitions we have made to the grammar school curriculum.

I wish I could say the same of algebra, but the same tribute cannot be paid to it. If there is any branch that can be called useless in the grammar school, it is formal algebra. I would put nothing into the grammar school that is not of use in itself, nothing that is of preparatory worth exclusively, and this mainly because so large a percentage of the grades do not enter the high school.

After geometry we have no need of more mathematical facilities in lower grades. What algebra can be given in grammar grades cannot be carried much beyond the computing processes of arithmetic. Its disciplinary value is exceedingly small. It has but small content that is stimulating to the spirit. It ministers to like motives and aims as does arithmetic. And so it happens that our children by their ceaseless calculating the cost of goods, putting everything into the dollars and cents measure, grow into the belief that it is money only that makes the world go round.

We have made arithmetic, in many of our schools, the chief measuring rod of education. I am afraid we have made it the standard of promoting from one grade to another, until the child feels that his standing in life, in society, his character and reputation, depends upon his knowing arithmetic. The poor patrons of our schools often come with the request that their children be given nothing but arithmetic, since "they have to earn their own living." What has come to be the result of this in society? It has become sordid and the world has become debauched by the glitter of the almighty dollar. Is this the reason why so few succeed in business?

If we put algebra in the grammar course we must crowd out something of history, geography, literature, or nature study. We cannot include everything, notwithstanding the report of the Committee of Ten. We cannot afford to let those studies go that contain within themselves the power to uplift and inspire the soul. We must take the wiser course and feed our forthcoming citizens on more nourishing material than algebra.

My conclusion is that algebra in the grammar school is a cumberer of the ground.

SUPT. J. W. SIMMONS, Owosso:

I would like to say a single word or two. It is generally thought that I will talk about angle-worms, but I shall disappoint you this time.

In a talk not long ago with ex-State Commissioner of Banking, Mr. Sherwood, he told me that in his fifty years of active, business, every-day life—the most of it inside of banks—he thought he could enumerate on the fingers of one hand the number of times he had had to use anything outside of the four simple rules of arithmetic. If you notice the work pursued by bankers, you will find that it is principally addition,—there is very little of anything else.

I think there is altogether too much in arithmetic. I do not think we need to crowd out algebra and geometry, but rather eliminate from arithmetic much that is unnecessary and impractical.

In such problems as the following,—“If a horse and wagon cost \$100 and the horse is worth $1\frac{1}{2}$ times the price of the wagon, to find the cost of each,”—why not let x represent the value of one quantity? I claim that this class of problems is algebraic, and yet teachers do not recognize it. I would bring in a little more algebra and relegate to the rear a large amount of the present arithmetic.

DR. HINSDALE, Ann Arbor:

I presume there is no difference of opinion, on the part of those who have paid serious attention to the matter, that constructive geometry in its simple forms can be successfully introduced into the grades below the high school; and I presume there would be little difference of opinion as to the proposition that a reasonable amount of work of that kind it is very desirable to introduce into those grades. I was not surprised to hear Mr. Perry say what he did relative to algebra, and it is to that statement that I wish to direct the remark or two I am about to make.

Now, arithmetic is primarily a practical instrument or tool. It has disciplinary value, and may have considerable, provided it is expanded in this direction or that. Geometry has an educational value that, to a very considerable extent, is different from the educational value of arithmetic. Algebra, although it is a mathematical science, has another educational value. It differs from arithmetic and it differs from geometry in the particular to which I now call attention. It has been properly stated that algebra is general arithmetic. Put the thought in another form. In arith-

metic we deal with particular quantities, as 2, 4, 5, and 7,—quantities the significance of which we have learned in the actual commerce of life. It is the great function of algebra to generalize these conceptions and to present them in a symbolic form. The pith of what I am saying, if you please, in connection with that remark, is this,—is it desirable to develop in the child the power of general thinking? Is it desirable to develop that by teaching the subject of algebra in the grades? It is my opinion that one defect of our present education, as I come into contact with it, is the lack of power on the part of well taught people to think general thoughts, to think general ideas. They can think particular things, they can think a great number of particular ideas or thoughts; but when you come to put them at any subject that demands general or abstract or symbolic thinking—which is the highest form of thinking—I find there is a great defect on the part of some who pass as well taught. It seems as if that one is the thing that all educators need to keep in mind. Education begins with single or particular things. Education that never gets beyond this, is open to criticism. We must lift the pupils in the schools to a higher level of thought. This is a long passage; there is a great interval between thinking general things and thinking individual, particular things. Here is a long march, and it must be taken gradually. The children are not going to make that march in an hour or week or year; and a very important question is, how shall this work be graded? How shall the work be done? How shall we drop the individual, particular, and concrete, and introduce the general and abstract,—how bring our pupils to those conceptions which exist between facts belonging to different groups? Science deals with the relations existing between facts constituting particular groups; science deals with relations within groups of facts; whereas philosophy deals with the relations among groups of facts, and therefore philosophy deals with the highest relations of thought.

Algebra was of great benefit to me, but not because it has been of practical use; I do not know that I have ever had occasion to use it as a tool; but it does not necessarily follow that algebra is not an excellent educational instrument. I look upon the time when I first began to understand the v 's and x 's of algebra,—I look upon that time as an era in my intellectual life. Why was it of value to me? It was because I learned what x stands for and a , so far as all quantity and expression is concerned. I learned to think general, abstract thoughts; and if we can put the pupil in the way of doing this, we shall have done a good work.

At this point Mrs. Spencer, the State librarian, was given permission to say a word about the "traveling libraries" set in motion by the law of '95, concerning which she had received many letters of inquiry from teachers. These libraries contain fifty books, generally of miscellaneous selection, though special libraries are arranged when desirable. An application can be filed by 25 taxpayers, a local grange, a farmers' club, a study club, or by associate libraries; and four libraries may be secured within one year, the only expense being the annual fee of \$5. This is used by the librarian in defraying expense of shipping and transportation. The first library was sent out May 31, 1895, and by the following June between forty and fifty libraries had been put in circulation. Since that time the entire circulation has been the equivalent of 10,000 books; and, with two exceptions, these have gone into small and remote towns, where books are scarce. Of the two million people in Michigan, at least one million live in the country; this fact gives some idea of the need of such a system. Already a great interest has been manifested, and Study Clubs have been organized in small places where it would otherwise have been impossible. At least two hundred more libraries might have been sent out, had the supply of books equalled the demand; but nothing more can be done until after the present legislative session, when it is hoped that this work may be extended. Mrs. Spencer also stated that it is her wish to limit them to the country and small towns and villages, sending them as an aid to the teacher's work in remote places.

The third topic in the discussion of Uniform Course of Study was next taken up, viz, "Should not United States History be a part of every grade below and every course in the high school?"

PROF. D. B. WALDO, Albion:

(Owing to the time limit imposed, Prof. Waldo, in introducing the discussion of the third topic, confined his remarks exclusively to the second phase of the question; namely, should United States history be taught in all of the courses of the high school? In substance his remarks appear below.)

United States history and civics should be studied in every course (including the classical) offered in our secondary schools to a minimum extent, measured by three recitation periods a week for one year, for two general reasons:

First, the study of our own political institutions, when properly directed, is of distinct cultural value. It is of real service at this point of the student's development in broadening the mental vision, deepening and widening human sympathies, developing the reasoning powers, and in particular in maturing the judgment.

Leaving the question of study values to others for discussion, the speaker confined his own discussion to the second, or what he termed "the citizenship argument" for the study of our political institutions in the high schools.

There is a decided weakness in any educational system which permits the student to graduate from the secondary school and then go on through college or the university, as may be done in our own State at the present time, without an hour's study during the entire eight years, of our political development. The healthy growth of a democracy always depends largely upon the average civic spirit of its members. The general familiarity with the development, character, and worth of political institutions, the keen appreciation of the importance of rights and duties, is essential in a government of the people that shall endure. There is in America at the present time special need of a more diffused knowledge of and interest in our civil institutions. We have, as many believe, entered upon the crucial period of our history. There is a necessity now, as never before, for training that shall constitute direct preparation for citizenship. The last one hundred years have been with us in large measure a century of material conquest. One of our great problems, now nearly solved, has been the winning of a continent. The task required a large degree of physical energy and courage. This work has been well done. But while in the performance of this task many complicated political problems have been evolved, and satisfactorily solved, we have other problems of still greater complexity awaiting solution. It seems probable that the next half dozen decades will impose upon our citizens sterner tasks than any of the past. To those of us who believe that the American people passed a grave crisis in the summer and fall of 1896, and that the coming years seem freighted with other crises, perhaps different in character, the demand for a more efficient citizenship seems to become imperative.

This is specially true since we have grown into the habit of settling complicated questions, not through the great statesmanship of a wise few, but rather by the curious process of counting the heads of all males over twenty-one years of age. This practice renders it of the highest consequence that the individual citizen shall have some training in and taste for politics, that his ballot, upon which may depend the life or the death of the American commonwealth, may be given some probability of intelligent use.

The twentieth century will offer an abundance of political struggle. Though not pessimistic with regard to the outcome, still the outcome will depend in the future, as in the past, on the influence of our educated class, including in this category those who have had the training of the secondary schools. A year's training in the high school will not complete the preparation for citizenship, but it may give the students such preliminary knowledge of our institutions and such taste for further study as shall render them finally safe citizens.

PROF. HAMILTON KING:

The question as to whether it is possible to find time for U. S. history in the high school course, was mentioned but not dwelt upon. I know by experience that there has been time found for at least one year of U. S. history in some of the courses of the high school.

Two years ago I was on the committee that endeavored to do something in the way of recommending this course of work for the high school, and we found our greatest difficulty in regard to time in the classical course. Since that time I have

been thinking along that line; and I find that, for the sake of the respect that should be paid the classical course, we should *make* time for this study.

In a course we have followed for the last year in which we have six years of language, as difficult a course as any of the high schools in the State, we have found time for one year of American history; this just now at the expense of three months of general history, but even at this expense it ought to be done. My experience, then, is that we can make time for American history in the classical course, if we will. I think the whole trend of thought is toward this thing. It seems to me we ought to work together in regard to it. Up to the time of the beginning of the high school course, as a rule I find this to be true, that the work in history is done remarkably well. At best, however, in the grades below the high school the study can furnish to the student only the facts and dates which are to serve as data in the *study* of the problems of history. This study ought not to be crowded out of our high schools.

Prof. McKenny of Mt. Pleasant concluded the discussion by a most practical talk, the main points of which were as follows:

American history should be taught in all courses of the high school, as also in lower grades, and a few of the reasons in support of this proposition are the following:

The study of history is eminently adapted to the child's mental development. Memory and imagination are particularly active in childhood,—in that period when the growing mind comes freshly in contact with the outside world; and if we would be true to the child nature, we should choose for the early years such studies as give full play to the memory. History is certainly one of these studies. Then, too, the child lives quite as much in his imaginary world as in the real world. It is the play of imagination which makes him fond of stories and fairy tales,—leads him to personify the object with which he comes in contact. Thus history appeals strongly to the imagination.

Another reason for history in the grades is the "patriotic one." So many pupils drop out of school before reaching the eighth grade, and so step into life without even an elementary knowledge of the great names and great events in their nation's history. When we remember that our schools are maintained at public expense for the making of good citizens, we can see that we are not giving the largest possible returns to the State, unless we prepare the children who come within the range of school influence for the broader civic life they are to lead. The development of right-minded, well-balanced moral character is the highest end of education; and history stories illustrative of life's great virtues are the most powerful influences that can be brought to bear in shaping the moral ideas of the child.

Though much interest was manifested in this subject, for lack of time the discussion was concluded at this point; and the remainder of the session was occupied with a portion of the business that must be transacted each year.

The reading of Treasurer Blodgett's report gave great satisfaction, in that it showed all expenses paid and a small balance in the treasury.

DEPARTMENT OF PUBLIC INSTRUCTION.

H. T. BLODGETT, TREASURER, M. S. T. A.

1896.		Dr.	Cr.
Aug. 20.....	To amount received of treasurer, Geo. R. Catton.....	\$60 00	
Sept. 1.....	By paid bill of J. E. Hammond, mailing transactions of 1895.....		\$ 8 10
" 1.....	" " W. B. Oakes, freight on transaction—1895.....		6 40
" 1.....	" " E. Boam, express on transactions—1895.....		12 55
Dec. 21.....	To amount received of Geo. R. Catton, former treasurer.....	60 00	
" 22.....	By paid Adam Drach, satin for badges.....		13 80
" 22.....	" S. W. Hardwick, printing mem. and admission tickets.....		5 00
" 24.....	To received of Geo. R. Catton, former treasurer.....	20 00	
" 24.....	By paid Thos. P. McMaster, printing 600 badges.....		1 50
" 24.....	" S. W. Hardwick, printing receipts, 700.....		1 50
" 30.....	To amount received of Geo. R. Catton, former treasurer.....	11 24	
" 30.....	By paid W. P. Bowen, postage on 100 programs.....		1 18
" 30.....	" Robert Smith & Co., printing transactions 1894 and 1895.....		217 40
" 30.....	" J. D. Schiller, secretary, mailing programs, etc.....		12 00
" 30.....	" Dr. Arnold Tompkins, lecture and expenses.....		73 76
" 30.....	" H. R. Pattengill, Baptist church, two evenings, one day.....		20 00
" 30.....	" Cora D. Martin, stenographic report.....		50 00
" 30.....	" Pres. C. O. Hoyt, postage, telegrams.....		5 00
" 30.....	" J. M. Kennedy, R. R. Sec'y, postage, telegraph, and telephone.....		2 17
" 30.....	" W. J. McKone, mailing programs, envelopes, etc.....		3 63
" 30.....	" B. A. Hinsdale, meeting of executive committee, Apr. 7, 1896.....		5 70
" 30.....	To membership fees, as per membership roll.....	424 50	
" 30.....	" receipts from evening lectures.....	43 00	
1897.			
Jan. 3.....	By paid G. W. Walker, meeting of executive committee, April 7, 1896.....		6 50
" 3.....	" R. G. Boone, " " " " " 7, 1896.....		8 25
" 3.....	" Delos Fall, " " " " " 7, 1896.....		3 61
" 3.....	" W. A. Ellis, " " " " " 7, 1896.....		7 26
" 3.....	" Exchange at bank.....		20
" 14.....	" Pres. Wm. Harper, lecture before association and expenses.....		63 45
" 14.....	To membership fees, additional to membership roll.....	5 50	
" 20.....	By paid Nettie D. Kimberlin, securing headquarters at Buffalo.....		15 00
" 20.....	" W. S. Holmes & Son, piano at capitol.....		5 00
Feb. 18.....	" M. T. & B. M. Buck, chairs at capitol.....		2 00
Mar. 1.....	" H. T. Blodgett, express, postage, and exchange.....		2 45
" 1.....	By part of bill, Hotel Iroquois, Buffalo.....		55 83
		\$624 24	\$624 24

The desirability of having election of officers at the morning session when there was a full attendance was discussed; but the idea was abandoned, lest there might be some suspicion of unfairness on the part of some who were absent and expecting election of officers to occur in the afternoon.

A discussion relative to payment of the bill for headquarters at Buffalo during the last session of National Educational Association resulted in the appointment of Messrs. Hathaway, Briggs, and McClure as a committee to investigate and report in the afternoon.

Supt. Bemis offered the following resolution: Moved, that this association give the Michigan manager for the N. E. A. power to provide suitable headquarters for the Michigan teachers at Milwaukee. Laid on the table for consideration in the afternoon. Adjournment.

Wednesday, p. m.

Notwithstanding the departure of many, a goodly number yet remained for the afternoon session, which was opened by a vocal solo by G. P. Curtis, after which Supt. W. G. Coburn, chairman of Committee on Resolutions, read their report which was duly accepted and appears below.

Your Committee on Resolutions beg leave to submit the following report:

Resolved, That the thanks of the association be extended to all who have contributed to the success of the meeting, including the officers of the association, the citizens of Lansing, the pastors and musicians of the city, and the members who have made the meeting so successful by their interesting and profitable papers and discussions.

Resolved, That we express our hearty appreciation of the cultured and scholarly addresses given by Dr. William R. Harper and Dr. Arnold Tompkins.

Resolved, That we have heard with the greatest interest and satisfaction of the appointment by the National Council of Education of a committee to investigate the condition and work of rural schools, and that we look with deep expectation to the early appearance of the committee's report, deeming the subject of the greatest importance to the people of the country and of the State of Michigan.

Resolved, That we, the teachers of the State of Michigan in council assembled, do acknowledge the efficient work accomplished through the zeal and energy of our Superintendent of Public Instruction, Henry R. Pattengill, and that we look with confidence to the new administration and pledge it our hearty support.

Resolved, That we congratulate the country and especially all educators and teachers, upon the conspicuously able management of the Bureau of Education under its present head, Dr. W. F. Harris; that we deem its publications, and especially its annual reports, as of very great value, and that we should regard any abridgment or curtailment of its resources or field of work as a serious blow to the best educational interests of the country.

Respectfully submitted,

W. G. COBURN,
A. HAMLIN SMITH,
B. A. HINSDALE,
E. P. BRADLEY,
E. C. THOMPSON,
Committee.

An animated discussion over the advisability of changing the place of meeting from Lansing to Detroit or Grand Rapids, resulted in the decision to leave it unchanged.

The report of special committee appointed to investigate the Buffalo bill also led to quite a long discussion as to whether the association was bound to pay the entire charge for headquarters, inasmuch as the Detroit Board of Education, which was in Buffalo for the purpose of booming Detroit for '97, took possession of the room for a part of the time, one member of the board saying they would willingly pay a part or even all of the bill. However, as there seemed to be no definite understanding regarding it, the association finally allowed the bill, though a committee was appointed to interview the Detroit board with a view to having a part of it refunded. Messrs. Pattengill, McClure and Loomis were named on this committee.

Election of officers was next taken up and Supt. Kelley of Mt. Pleasant said:

I wish to say in regard to the selection of a presiding officer for the State Teachers' Association, that it seems to me we need in future, as we have had in the past, men who are thoroughly familiar with all the educational interests of the State; men fully familiar with the colleges and their needs, with our normal schools, high schools, and the work of our rural schools. We want a man who understands the needs of all these schools, so that, in arranging the program, he can see to it that the interests of all are represented. Such a man I believe the association will recognize in the person of J. W. Simmons of Owosso. I take pleasure in

presenting Mr. Simmons, from a personal standpoint as well, for, when I was a boy and he a young man, I went to school to him and learned then to respect him. Never has he sought an office. Now I believe it is fitting, after all his years of service in the association, to place Mr. Simmons as its presiding officer. He will honor the association, if it honors him with the presidency.

SUPT. W. S. PERRY:

There is one department of our educational work that has not been represented here in a long time. I cannot recall the time when the colleges have been represented in this matter. I do not know who the last president was who was a member of a college faculty. The superintendents have been frequently represented. That has been the common thing,—in fact it seems almost to be a habit. We certainly ought to have the colleges more closely connected with us. The bond of union between us and the colleges is not strong. The colleges are very simply represented. There are three or four present who are always here. I remember when Pres. Angell was always here. I do not know but Pres. Sperry is present today, but there should be a larger attendance. I think we ought to make some effort to get the colleges at work with us. We need some work that can be best done by college men; and I want to present a name that will recommend itself to your judgment, one who has been a member of this association for at least 20 years and who has never refused to do his work; one whom everybody knows to be a faithful, square, all-round man. He is an educational man, he knows his business as an educator; and there are few men whose influence in the State is felt more than that of Prof. Delos Fall of Albion. I do not need to say anything personally for Mr. Fall. I have known him as a teacher and as a professor; and I present him to you for your ballots, if you choose to elect him. I do this mainly because he is a worthy man, but more especially because we need to have the colleges represented here.

Tellers being appointed, the balloting began, and during its progress Commissioner Parmelee read the following:

Your Committee on Nominations beg leave to report the following:

First vice-president, J. R. Miller of Big Rapids.

Second vice-president, Mrs. L. W. Treat of Grand Rapids.

Corresponding secretary, W. J. McKone of Mason.

Railroad secretary to be named by Executive Committee.

Treasurer, E. E. Ferguson of Sault Ste. Marie.

Executive Committee—B. A. Hinsdale, Ann Arbor; F. L. Bliss, Detroit; J. L. Wagner, Charlotte.

E. C. Warriner of Saginaw, E. S., to fill vacancy on Executive Committee caused by resignation of Geo. W. Walker.

(Signed)

C. E. PARMELEE.

D. E. SMITH.

E. J. QUACKENBUSH.

A. N. DEMORAY.

LUCY A. SLOAN.

The report was duly accepted and result of the vote announced, which showed Prof. Fall to have a majority, whereupon Supt. Simmons moved that the vote be declared unanimous and this was accordingly done.

The vacancy created on Executive Committee by the election of Prof. Fall was filled by the appointment of S. B. Laird of Lansing.

The necessity of arranging for Michigan headquarters at Milwaukee again came up for consideration, Supt. Pattengill expressing his opinion that it was a matter of pride for Michigan to have suitable headquarters at these meetings,—at least somewhere near as good as those of other states. Our teachers should not be obliged to go into some back alley to hunt up their State headquarters. The discussion resulted in the appointment of the following committee to arrange for such headquarters: D. E. McClure, E. L. Briggs, E. C. Thompson.

Prof. McKenny moved that a committee of five be appointed to arrange for the preparation of a Course in American History suitable to the grade work of district schools. Carried, and the following committee appointed: Chas. McKenny, W. S. Perry, Hamilton King, D. B. Waldo.

Moved and carried that a committee of three be appointed to see what arrangements can be made with the Michigan Passenger Association to secure round trip tickets at one and one-third fare, for use during vacations by the teachers of our public schools. Committee—E. C. Thompson, F. R. Hathaway, J. W. Simmons.

Prof. Fall being escorted to the chair by Mr. Hoyt, said:

Dear friends, fellow teachers, you must know that I have not any speech to make, as it is a great surprise to me—a *very* great surprise—that I am in this place at this moment. I can only say this, that almost the first act I performed as a humble pedagog was to establish relations with the Michigan State Teachers' Association. I journeyed off to Grand Rapids and took up my membership; and, so far as I have been able, have been present at the meetings held since. I have not shirked any duty that has been placed upon me, neither have I forced myself upon you. But I have been glad to meet my fellow teachers and gather inspiration from this place as I think it cannot be gathered elsewhere. I believe in the association, in the personal contact which we have with each other; certain it is that the inspiration we gain here gives much encouragement for days that are to come. And, having a personal knowledge of the great good which this association is doing, knowing the large place which it occupies in those forces which are making for the good of the individual teacher and the cause of education in the State as well, I confess to a profound appreciation of the honor you have given me here today.

Feeling that I myself have been loyal and appreciative toward the association, I simply say that I expect the same from you in support of the administration of affairs for the year to come. As I consider the personnel of the Executive Committee, I know I shall have it, and I shall also have the hearty support of every Michigan teacher.

This is all I have to say at present—all I need to say. I hope we shall at least keep up the reputation of this association for the year to come.

Supt. Laird moved that a committee of three be appointed to look after the passage of an anti-cigarette law. It was carried and the chair appointed Messrs. Laird, Simmons, and Pattengill. This committee was also empowered to attend to all legislation attempted in the interests of education.

Final adjournment.

COLLEGE SECTION.

PROGRAM.

TUESDAY P. M.

Paper, "Sanitary Science in a College Course of Study," Prof. Delos Fall, Albion.

Discussion, Dr. V. C. Vaughan, Ann Arbor.

Paper, "The Value of Athletics to College Discipline and Moral Training," Dr. D. C. Thomas, Adrian.

Discussion, Pres. W. G. Sperry, Olivet.

Miscellaneous Business.

This section convened with C. H. Gurney of Hillsdale in the chair and J. T. Ewing of Alma at the secretary's desk. Of the half hundred in attendance nine were college presidents and nineteen full professors.

The only business preceding the first paper was the appointment of a Committee on Nominations, as follows:

Hamilton King, Olivet College; B. A. Hinsdale, U. of M.; President Snyder, Agricultural College.

SANITARY SCIENCE IN A COLLEGE COURSE.

PROF. DELOS FALL, ALBION.

The question as to what are proper courses of study to be provided for in our colleges and universities has always been and always will remain an important one. For several generations there was but one course and one degree. In that course, the classical, the only subjects which received any extended or thorough attention were Latin, Greek, and mathematics. These were urged because they were supposed to give a larger amount of discipline and true culture than could be obtained from any other studies. History and English literature were finally very grudgingly accorded a small place in the college curriculum, while science gained scarcely any recognition. Presently chairs of history and English were established, and in due course of time the Professor of Natural Science made his appearance. He taught all the sciences, chemistry, physics, geology, mineralogy, physiology, zoology, botany, astronomy, etc. He was scoffed at by the classicists, his work was discounted, and a very questionable place was given him in the regular faculty. Gradually, however, it was shown that the sciences possessed practical as well as cultural value, and their place and function is now acknowledged to be wide and honorable.

The problem which now confronts the faculties of our higher schools of learning is how to make proper choice from the large number of subjects which are suggested to be taught, of those which are really of the greatest worth. We live in a practical age; everything else being

equal, that study is of the most worth which will make the student most alive to the duties which press upon him as a citizen of a great country. It is conceded that he must not only be alive, but his entire system must be at its best, if he be able to compete in the struggle for existence, a struggle not alone physical, but intellectual and spiritual as well. Into this problem, with large capabilities for effecting a successful solution of the same, sanitary science thrusts itself and claims recognition. Sanitary science has made its discoveries, it has formulated its principles, it has applied those principles successfully to the stamping out of disease, the lessening of sickness, and the saving of hundreds and thousands of human lives. The claims of sanitary science are recognized by those best capable of judging of its merits. But it does not at once produce the highly beneficent results of which it is capable, because the general public, the people in all walks of life, are not yet educated up to an intellectual comprehension of its great truths. It is properly held that the first duty of the state is to afford protection to the health and lives of its citizens, but this can be done only by teaching the individual how to protect himself. The state makes education free to all and large endowments are raised for denominational schools in order to protect and perpetuate our civil and religious institutions; but is not the state equally interested in keeping alive and well, for the longest time, those whom it has thus educated?

The legislature of 1895 passed a law requiring "that there shall be taught in every year in every school in Michigan the principal modes by which each of the dangerous communicable diseases is spread and the best methods for the restriction and prevention of each such disease." The law passed by a unanimous vote of both branches of the legislature. That this law is eminently a wise one, all who are in possession of the facts concerning this subject will affirm. It can be justified by considerations which, if not of the very highest importance, are still absolutely essential to the accomplishment of the highest good of the citizens of the state. The contention at this point would be that it is folly to provide extensive educational facilities for the development of the minds of those, a large proportion at least of whom will, under the present conditions, inevitably fall victims to the entailments of communicable diseases, if they do not find premature graves from the same cause. Weakened bodies, impoverished constitutions, physical systems lowered in their natural tone and elasticity, will not respond to the educational provisions which are made for them; and thus it is true that the presence of communicable diseases in our State is a constant menace to the educational development of the race.

Again, this law is easily justified by contrasting it with other laws which are on our statute books, laws which require and receive much time and attention from our teachers. Take, for example, that law which requires that "there shall be taught in every school to every pupil" the effects which alcohol produces on the human system. This law is a proper one, and from my standpoint contains within it the potency of much good to the future of the young manhood of our country. And yet the good which this law may accomplish, if it could work an entire reform in regard to the use of alcohol, if it so fortified the minds and wills of our boys against the practice that the use of alcoholic beverages should entirely cease, I want still to affirm that the good which should

be brought about would be insignificant in comparison to that which would be effected by the faithful administration of the laws concerning communicable diseases. We have long heard the quantitative estimate used that each year sixty thousand men in the United States go down to drunkards' graves. Let me contrast with that some figures which are reliable beyond the shadow of a doubt: Every year one hundred fifty thousand men and women in our country fall victims to consumption and go down to premature graves. I cannot pass this statement without uttering other facts which ought always to accompany it, ought always to be sounding in our ears, ought to be taught to our children and practically incorporated into their lives and ours. It anticipates a later section of my paper; nevertheless, it should be uttered often, uttered emphatically, namely,—these one hundred fifty thousand lives might have been saved, their untimely death was in large part inexcusable; the means of prevention are simple, easily understood, can be put into practice by the common people, can be thoroughly appreciated by the pupils in our public schools. It is also true that in this effort to produce reform we do not have to fight against an uncontrollable appetite or passion. No one desires to have consumption; all desire to escape from it. There is therefore every reason for encouragement that, while efforts at temperance reform make slow progress and the combined results of all work seem to serve simply to keep the forces of the enemy in check, on the ground of preventive sanitation victory shall go hand in hand with every determined effort.

I do not want to be understood as suggesting that our efforts in the direction of carrying out the provisions of the law concerning alcohol should be diminished, but rather that, while we are doing all we can in that line, we shall be inspired to do all we can for the larger benefits which may result from the teaching of general sanitary science. Pursuing the contrast further:—besides the one hundred fifty thousand who die every year in the United States from consumption, there must be added about 115,000 deaths from pneumonia, 40,000 each from diphtheria and typhoid fever, 15,000 from measles, 8,000 from scarlet fever. From this enumeration of simply six of the leading causes of death it will be seen that a total mortality of about 367,000 results per annum in the United States. Of these six, as well as of several others, it may be repeated, they are preventable, we know how to prevent them; in some cases we are now actually preventing from one-half to four-fifths of the possible mortality. The proof of such a proposition as the last I have made is as clear and conclusive as anyone could desire it to be. For example, in the five years, 1886-90, there were reported to the State Board of Health 1,857 outbreaks of scarlet fever. In 366 of these outbreaks it was learned that the means of prevention, isolation and disinfection, were entirely neglected. The average number of cases of sickness per outbreak in these neglected cases was 13.29, thus showing that, if these means had been neglected in all the 1,857 outbreaks, there would have been 1,857 times 13.29, or 24,679 cases. On the other hand, it was reported that in 361 outbreaks when isolation and disinfection were enforced and practiced, the average number of cases was only 2.35 per outbreak. This shows that if, in all the 1,857 outbreaks, these means had been vigorously used, the number of the sick would have been only 1,857 times 2.35 cases, or 4,364. The difference, therefore, between

doing what we know how to do in the line of the prevention of sickness, and not doing anything, was, for this one disease, the difference between 24,679 cases and 4,364, which equals 20,315. Do we appreciate the figures? During five short years 20,315 persons have been sick with scarlet fever in Michigan who ought not to have been sick; over 4,000 times each year has this dread disease thrust itself into the home, there to produce anxiety and suffering for the sick and the well, tedious hours of watching and waiting, death, and the burial of the dead, homes bereft of their loved ones, hopes blasted, and hearts broken. This for one disease. And it is not a fanciful picture; it but portrays only too faithfully the awful train of evils from which we are seeking to escape.

How shall I escape these evils? I can put my answer in a single sentence; a large per cent of these cases can be prevented by the intelligent coöperation of all the people. Three things, then, are necessary for the successful working out of this problem; all the people must do their part, there must be coöperation, it must be intelligent coöperation. In regard to this the *Sanitary Record* (London) says: "From time to time it has been forcibly pointed out by writers on hygiene that the future of sanitary progress depends to a great extent upon the good will and coöperation of the people at large. Striking at the root of the matter, not a few reformers base their hopes upon 'the education of the masses as the true groundwork of national health.' By transgression against the laws that govern life in civilized communities, man creates in a great measure the scourges for his own back. The vast amount of injury caused by preventable disease is hardly likely to be materially affected until the people work hand-in-hand with the authorities for its removal. Otherwise, medical men may theorize and parliaments legislate in vain." The *Record* expresses the truth, what is needed is intelligent coöperation, We hear it urged from other standpoints that ignorance is a crime,—and yet it is ordinarily true that an ignorant person harms no one but himself. Such an one finds himself handicapped in the race of life and he very soon drops out; but no one, except it may be a very few who in one way or another depend upon him, are harmed or influenced in any way. This is not true as applied to the question we are discussing here. The ignorant man will not only suffer himself, and die perhaps, but from him will go influences which will sow disease and death in many others. A concrete example best illustrates this:—A mild case of scarlet fever occurs in a home where all are ignorant of the communicable nature of the disease. No physician is called and the health authorities are not informed as to the existence of the case. Before the period of desquamation has passed the child is sent back to school, there to sow the germs of the disease and thus, through ignorance, set up a new center of infection and spread sickness and death through the entire community.

A forcible and timely article by Dr. G. Wilds Linn of Bryn Mawr on "Higher Hygienic Education" in the September number of *Education*, correctly characterizes the prevailing notions concerning sanitary science. The whole article should be read by all educators. I will quote a single paragraph: "Many otherwise intelligent people do not understand what is meant by hygiene. They know, perhaps, what is embraced under the terms anatomy and physiology; but the word hygiene is to them very vague, and when approached on the subject of introducing its study more effectually into the schools, they do not comprehend its

importance. Of such are the people whose method of disinfecting a room is by burning paper or sugar; who are as innocent as a child of the fact that a loathsome disease may be contracted from a public drinking cup, a hotel towel, or bathing suit; who buy milk without any thought of the dairyman's cattle being tuberculous; who eat underdone pork oblivious of the possibility of trichinosis; who use water from a never cleansed well, perhaps in a populous neighborhood, unmindful of typhoid fever; who, in malarious districts, sit on piazzas by moonlight enjoying the refreshing coolness of a breeze which wafts to them the miasm of intermittent fever; who know no method of ventilation save by open doors and windows, and no difference between a hot and vitiated atmosphere; whose out-houses are built over deep pits (not one hundred feet, it may be, from their dwellings), containing the accumulated ordure of years, a center of foulness and malodorousness which would put to shame an Eskimo; whose back yards receive many times a day the rinsings of pots and pans and laundered clothing, and rival in nastiness the kitchen middens of prehistoric days, a focus of disease and death; and who, when the Reaper comes with his sickle, speak of "the inscrutable dealings of Providence." This is only an illustration of what is constantly going on. I do not need to illustrate further. Here is a line of instruction which it would seem must commend itself to all educators.

If it is conceded that the importance of the subject is sufficient to warrant it a place in the course of study of the common schools, we are prepared to take the next step which would be to find the place where the teacher shall gain that preparation for the proper treatment of the subject. As in other branches, so emphatically in this, the teachers must have special preparation for this work. But the teachers of our schools, especially the superintendents and principals of our high schools, have been students of our higher institutions of learning. Thus there can be traced a direct responsibility back to the instructors in our colleges and the university for this, as for all training for the teacher's work. Without taking further time to argue the case, let me say that it is my profound conviction that in all our higher schools there should be, if not a chair of Sanitary Science, at least some one of the faculty who should give special attention to this work. This is not a new thought with me, for I have been working out the problem for the past fifteen years. During all that time there has annually been given in Albion College a course of lectures and familiar talks on the subjects belonging to such a course. Dr. Vaughan at the University has been the pioneer in this work, and many of our teachers have received training in this line from him.

As I have aimed to make this paper as practical as possible, I will suggest the topics which are included in my own course. First of all, a thorough study of the latest volume of the "Vital Statistics," issued by the Secretary of State, by which the class are made acquainted with the chief causes of death in Michigan. Following this the history of sanitary science may be studied, in order to learn the lessons which the past is able to teach; then in succession, what I call the sanitary machinery of Michigan,—organization and work of the State Board of Health, local health boards, health officers and their duties, physicians and their duties, householders and their duties, this last necessitating careful

attention to health legislation and laws. Then the germ theory of disease is studied, with some account of how germs are handled by the bacteriologist, how to destroy germs, isolation and disinfection, adding at this point the demonstration that, by the faithful use of these means, a great saving of life is effected. After this each of the leading communicable diseases is reviewed, the main dependence at this point being the circulars issued by the State Board of Health. Especial attention in this is given to the specific cause, method of introduction into the body, period of incubation, premonitory symptoms, mode of spread, and the special methods in each case of isolation and disinfection. The special emphasis of the entire course is placed on this part of the work. The remaining topics include the study of water in its relations to health; water supply; water analysis, chemical and bacteriological; water for drinking, cooking, bathing, etc.; sewerage and drainage; the air and ventilation; foods and their adulterations; influence of climate, soil, dwelling, occupation, and habits on public health. Three hours a week during a term of 12 weeks is devoted to this work.

The State Board of Health is very anxious to have this subject meet the hearty support of the teachers in Michigan, and they feel that so good a work ought to begin in the higher schools of learning.

At the request of several teachers who have signified a desire to enter at once into the work of teaching Sanitary Science, the following list of publications of the State Board of Health has been prepared. The topics are arranged in the order which seems to me to have such logical relation as will form a fairly good working course in this subject. These reprints can be furnished to a limited number of college teachers, superintendents, and high school principals.

List of publications of Michigan State Board of Health, arranged in order to serve as data for a college or high school course in sanitary science.

Whether report, reprint, circular, pamphlet, or diagram.	No. of report, circular, reprint, or plate.	Title.
Report	27	Vital Statistics of Michigan, 1893.
Report	22	Michigan State Board of Health, 1894.
Supplement	380	Michigan Public-Health Laws, 1890.
Reprint	487	Better Methods of Teaching Hygiene.—Fall.
Reprint	297	The Duties of the Local Health Officer.—Baker.
Circular	227	On Teaching How Dangerous Communicable Diseases are Spread and How Restricted.
Circular	228	Dangerous Communicable Diseases—How Spread, How Restricted and Prevented.—Data for Teachers.
Circular	228	Relative to what are "Communicable Diseases Dangerous to the Public Health."
Reprint	425	Restriction and Prevention, Dangerous Communicable Diseases.—Fall.
Reprint	252	The Prevention and Restriction of Communicable Diseases.—Baker.
Reprint	406	Restriction and Prevention, Dangerous Communicable Diseases.—Baker.
Reprint	-----	General Sanitation, Importance to Public Welfare —Baker.
Circular	120	Work of Health Officers and of Local Boards of Health in Michigan.
Reprint	472	Communicable Diseases in Michigan in 1894.
Circular	234	
Reprint	412	Sanitary Conventions.—Fall.
Plate	649 & 652	Deaths in Michigan, Ten Years, 1884-1893.
Reprint	358	The Germ Theory of Disease.—Wells.
Reprint	296	The Germ Army—How It May Be Routed.—Clark.
Reprint	333	Disease Ferments.—Clark.
Circular	175	Restriction and Prevention of Consumption.
Reprint	420	The Communicability and the Prevention of Tuberculosis.—Novy.
Reprint	287	The Causation of Consumption.—Baker.
Reprint	344	The Prevention of Consumption.—Clark.
Reprint	317	The Prevention of Consumption.—Clark.
Circular	106	Restriction and Prevention of Diphtheria.
Circular	124	The Prevention of Typhoid Fever.
Reprint	215	Typhoid Fever and Low Water in Wells.—Baker.
Plate	681	Low Water in Wells and Sickness from Typhoid Fever in Michigan.
Plate	780	Isolation and Disinfection Restrict Typhoid Fever.
Plate	644	Chart II.—Deaths from Typhoid Fever in Cities.
Circular	110	Restriction and Prevention of Scarlet Fever.
Plate	547	Isolation and Disinfection Restrict Scarlet Fever.
Circular	176	Restriction and Prevention of Measles.
Circular	195	The Prevention of Small-pox.
Reprint	291	Prevention and Restriction of Small-pox.
Reprint	121	Vaccination—Jenner vs. Bergh.—Martin.
Reprint	418	Benefits of Vaccination.—Baker.
Reprint	394	A Study of the Action of Alcohol on the Human Body.—Fall.
Reprint	157	Tobacco—Its Use and Effect on the Human System.—Clute.
Reprint	429	Ventilation.—Baker.
Reprint	395	The Ventilation of Buildings.—Kellogg.
Reprint	228	Ventilation of Small School Houses.—Appleyard.
Reprint	327	Model Diet Tables.—Vaughan.
Reprint	25	Baths and Bathing.—Lyster.

DISCUSSION.

Opened by DR. V. C. VAUGHAN, Ann Arbor:

I can only approve and amplify the statements which have been made by Prof. Fall. The little talk that I am about to make upon this subject will be necessarily superficial, because there are many things which I desire to mention, and time will not allow me to go into an extended discussion.

Prof. Fall referred in opening his paper to the fact that it has been only within very recent years that science has found a foothold in the higher institutions of learning. Even now literary and classical men are too likely to look askance at science as a means of intellectual training. Now I hold this due to the fact that they are ignorant of the methods of science. I find that they fancy that the experimenter simply tries this and that, and eventually he hits upon something that is of some value, and this is called a scientific discovery. That is not the way in which science works. I am somewhat familiar with the work of one prominent man in science, whose discoveries are well known to all of you, and I will say that every discovery which he has made in the last ten years was written out and predicted by this man before he began the experiment on that subject. He reasoned out that if this be true, that must follow; and, after he has reasoned this out, he set to work to prove his reason. The scientificman reasons from known to unknown facts; and whatever he sets to work to prove—whether he be right or wrong—it is a very gratifying statement to make that for the most part he has been willing to admit his error.

Now it is unnecessary for me to say anything about the desirability of a healthy body. We know that without a healthy body the mind certainly cannot be healthy, and it is doubtful whether even the soul can be healthy. Should we not instruct the young as to the best means of securing healthy bodies? Certainly there can be no question about this. Even in so simple a matter as to the means of obtaining healthy bodies, all of us need instruction. Let me give an illustration:—The doctor says "take good air." The patient goes off to some seaside or lakeside resort, or mountain place, sits upon the piazza and takes in good air; or drives about lazily in a carriage and takes in good air. Now we know that there is an internal respiration and an external respiration, and that the amount of oxygen that is taken into the blood can be only so much. There is not a mountain in the world high enough, there is not a cavern in the world deep enough, to add to the amount of oxygen which our blood absorbs; but the oxygen which is taken into our blood is practically outside the body; it does not come in contact with the little cells, it does not nourish, it does not change the nutrition of bone, muscle, or brain. This is the way in which we get good air. The good air is all well enough; but before we can use it, we must create a demand for it by exercise. The best air that I can breathe will not nourish the muscles of my arm unless I exercise them. The best oxygen that I can take into my body will not nourish my brain unless exercised at the same time. That oxygen will simply float through, passing from lung back to lung, and be thrown out without practically having entered the innermost recesses of the body.

Then again, there is one other thing about which so many of us are fearfully ignorant, and we fail to instruct our students in this matter; I refer to mental activity. Certainly, when so much depends upon mental activity, when success in life depends upon it, should we not strive to learn the conditions under which the mind grows and increases in strength? I can only lay down a few general rules here, which might be amplified almost indefinitely. Now what I have said in regard to muscle and bone, refers equally well to the brain. We must exercise the brain in order to strengthen it, and we must exercise all of its faculties. We must exercise the reason and will and the imagination. "What," says one, "a scientific man advising that the imagination be exercised!" Yes, it certainly has its office. Without trained imagination the scientific world could not have progressed as it has. Every discovery made by science has had a pre-existence in the imagination of some man of genius. The boy or girl who fails to build castles in the air, will never build cottages on the earth. To give a few general rules:—In the first place we may say that it is a good plan in the training of children to develop, to a certain extent, their bent in one direction. Now please to understand me upon this point. I do not believe that a child should be allowed to have its own way about what it

should study or not study. But if a child shows special aptitude for one line of study, that line should be encouraged. He should be given an opportunity to do the best that it is possible for him to do. I think it is often well to compel children to study that which they like least, because it shows that they need development in that direction. If I find that one of my boys has no musical taste, I take care to see that he gets a musical taste, if I can give it to him. If he is weak in that part, I desire to improve him in that direction. There is an obvious advantage for every one who exercises the mind to any great extent, to have some special field of labor. This special field of labor in which the mind should be trained, need not necessarily be that by means of which the individual makes his living. Illustrations are numerous where men of genius have taken up, as it were, some side issue, and have pursued it until they have known more about that thing than anybody else. These are the men who make discoveries. I do not suppose that all of us can make discoveries; but it is well for all of us to have a hobby as it were, to have something that we try to find out all about, to set ourselves to know as much about that thing as anybody in the world, and then not content, to go ahead and find out a little more about it. This should not be carried to an extreme; but we should cultivate, to some extent, the natural bent of the student, and do this with ourselves as well.

Again, there is the question of mental rest. How in the world is one to get any rest? There is no proof that, from the time the brain first awakens to activity, from that time until death, the mind ever ceases from its activity. Even in sound sleep the mind is active. You can give it rest by changing the lines along which it works, by having pastimes which call into play other faculties of the mind.

The most important point before us is a discussion of the prevention of disease. Do you know that until within the last ten years (and possibly it is true now, though not to quite so marked an extent) one-fourth of the children born in the civilized world die before they reach five years of age? Do you know that one-half of these deaths are due to one class of disease which is mainly preventable, that one-half of these deaths are cases of poisoning from the food which they eat, cases of milk poisoning? Within the last few years we have simply begun to see the truth of this. We know how to prevent these deaths, and in New York city alone they save now about thirty-five more children out of every hundred among the poorer classes, than were saved ten years ago. Is it not worth while to teach that milk under certain conditions may become a poison more potent than any that was known to the chemist of twenty years ago? Is it not worth while to teach them how the formation of these poisons may be prevented? Prof. Fall has told you that from forty to fifty thousand people die in the United States every year from typhoid fever; that five hundred thousand people are sick every year in the United States from typhoid fever; that the money which you pay for the existence of this disease is about seventy millions of dollars, or about a dollar for every man, woman, and child. The historian of the future when he comes to write up our century will tell about the many grand discoveries made, but he will be compelled to tell you that in the last quarter of the 19th century the government of the United States spent more money in the investigation of hog cholera than it did for the prevention of disease. It is said that typhoid fever is mainly a preventable disease. I will say to you that upon the teachers of this country depends a thorough teaching of that lesson which was taught many hundred years ago,—that it is the duty of every one to be his brother's keeper. We read with horror of the heathen Hindoo, who, during the dry season, digs a hole in the ground which fills with water during the rainy season, and during the next dry season he uses this supply for his drinking water, his bath tub, and his laundry tub. And the people from a beautiful little place in Michigan take their drinking water supply from a lake around which are situated beautiful little cottages. The people bathe in this lake and run their sewers into this lake; but we are not Hindoos. Five large cities take their drinking water supply from the Mississippi river, and into the Mississippi river flow their sewerage and waste. I have said that typhoid fever is a preventable disease. For many years Munich, a place of one hundred thousand inhabitants, was annually visited by typhoid fever; there died each year many thousand people. Through the energies of one man, very largely, the sanitary condition of that town has been improved. First sewers were put in, and later a supply of pure drinking water was brought from one of the mountain lakes. Since 1824 there has not been a death from typhoid fever in Munich. This has all been done largely through the efforts of one man.

I have told you the number of deaths from typhoid fever annually. The average number is between eight and ten per thousand. The average number of deaths in New York city is about two in every ten. The death rate from typhoid fever is

greater among the farmers of Michigan, Wisconsin, and Illinois than it is in the densely populated districts in New York city; and why? Simply because years ago the legislature of New York attempted to protect the water supply of New York city.

Prof. Fall has also spoken of the number of deaths by consumption, about 150,000 in this country every year. There die in the civilized world every year about one million, ninety-five thousand people of consumption. It means two every minute. There are 18,000 consumptives in the State of Michigan. Two years ago I went before the legislature and made a plea for the consumptives of Michigan, asking the legislature to take into consideration and ascertain whether or not it would be wise to build a hospital or place of retreat for these consumptives. My request never got as far as a report from the committee. The question is whether human lives are worth anything or not. It is difficult for the average man to understand that disease is something that can be prevented. For untold generations we have been believing that disease is something that must come upon us, and it is difficult for us to get out of the old line. The time will come when typhoid fever and consumption will cease, and the hastening of that time will depend very largely upon the instruction given by our teachers concerning infectious diseases. We must grow up a generation of men and women who know that disease is not something that is sent upon them by an All-wise Providence; that there is not a fate which hangs over each man's head. Is not this a work in which we should engage with a great deal of earnestness? Is not this worthy of our attention?

Some one made a statement of this kind a short time ago:—"It is good to have infectious diseases among us; only the weak and the infirm die. It is simply a question of the survival of the fittest." You might with just as much reason take a dozen men and blindfold them, and march them up and down the street, and tell them to fire into a crowd of people, and only the liars and thieves and bad people will be killed. Certainly we have reached a stage in our development when we shall not have to rely upon the bacillus of tuberculosis or typhoid fever, to act as agents of natural selection for us.

There is just one other point to which I want to refer. Did you ever think that disease was immoral in its effects? I think you will pardon me if I give you an illustration. In 1888 there was an epidemic of yellow fever at Decatur, Alabama. A few days after the yellow fever appeared, the mayor, through the Associated Press, asked for contributions of the rest of the country. The responsive people began to pour in car-load after car-load of provisions, clothes, etc. The State Health Officer at that time was a man who had grown old in the study of sanitary science. As soon as yellow fever appeared at Decatur, he went there; and through the Associated Press he asserted that the people of Decatur were not in need of help. The people of Decatur came very near mobbing the old man; he was in danger of his life. Within ten or fifteen days, train-load after train-load of provisions began to come in, and the population became greatly increased. People came in to get the good things that were sent. They would get as much as they could and go back to their homes, with the possibility of carrying the disease with them. With the oncoming cold weather the disease was arrested. In the spring of 1889 the people of Decatur asked the Governor of Alabama to allow them to burn the houses in which there had been yellow fever; to destroy all the clothes which had been in contact with the yellow fever patients, and reimburse the people of Decatur. Husbands preferred bills for taking care of their sick wives. Fathers and mothers charged expert nurses' fees for taking care of their own children. This was demanded by the people of Decatur. The President of the United States had had placed at his disposal a large sum of money to be used. He said through his representative, "Any day that you make a requisition on me for this money, I will give it and I will send a corps of people to destroy and rebuild the houses." In March, 1889, the Governor called a board to consider this matter. We met in the historic old capitol of Alabama. We heard first a very impassioned speech from the mayor of Decatur, setting forth the horrors through which they had gone. He spoke for one-half day. Then there was a speech from the mayor of Memphis. He said that unless this work was done, the people of Memphis would quarantine. A similar speech from the representative of Nashville, also one from the president of the Louisville & Nashville road, which runs through Decatur. There was present a representative of the President of the United States, and he said "I am willing to draw for the Governor of Alabama the money necessary to do all these things." The Governor said "I am ready to make this requisition." After all these speeches had been made, this old man stood up and pointed out that it was impossible for

the yellow fever germ to go as far north as Decatur, and that the request the people made was simply robbery and thievery. Turning to the Governor he said, "You have a right to ask my resignation, but such a requisition I shall never make." I mention this to show that science when properly applied and by those who understand it, has its beneficial effect in turning aside any such immoral influences as those which I have mentioned.

PRESIDENT FISKE:

Is pneumonia largely preventable?

DR. VAUGHAN:

Yes, but not in the same way that these other diseases are. Many of us carry the germ of pneumonia with us. It is able to develop under certain conditions.

DR. HINSDALE:

You called our attention to the greater immunity which the citizen of New York enjoys in respect to typhoid fever, and spoke of the water. Is that the sole factor that enters in?

DR. VAUGHAN:

It is not the sole factor. There are exceptional cases where typhoid fever is disseminated through the air. It is safe to say that 99 out of 100 cases are due to impure drinking water.

PRESIDENT FISKE:

I should like to hear from Dr. Baker.

DR. BAKER:

Mr. chairman, I did not come here with any intention of speaking at the present time. I am entirely unprepared to give you anything that would be useful along this line. I have had very much pleasure in listening to the paper, and to the discussion by Prof. Vaughan. I hoped to hear in the discussion some more concise outline of what the course in the college was to be, than Prof. Vaughan gave us, and I shall hope that some one will take up that branch of the subject and speak on it. I thank you for the opportunity.

PROF. WRIGHT:

This history of typhoid fever in Munich is one of the most striking examples of the results of scientific research of this generation, and it seems to me it will go down in history as one of the most remarkable researches. The work there was accomplished through one man. It was not accomplished by the education of the common people. In regard to a city's water supply, almost everything depends upon the intelligence of one man.

The question as to whether we can accomplish very much in this matter of salvation by college education, is not quite so clear to my mind, so much of it depends upon the right administration of affairs by our civil authorities and officials. The danger of getting a smattering of science that is not very thoroughly established, that shall unsettle people's comfort and happiness, is, I fear, a somewhat serious one. I have known people so much afraid of grape seeds that they would never allow their children to eat a grape unless they took the seeds out. Occasionally I have had a child of mine come home from school with some hygienic notion that made him afraid he was going to be poisoned if he drank a cup of water, and he made life for himself and the rest of the family unendurable. The question is, how much we can do? Can we confine our teaching to those who can use it wisely? This matter of saving the city children from poisonous water or milk, is chiefly a matter of city administration; and that can be accomplished only through the purification of our politics. I wish Dr. Vaughan would tell us how we can get the farmers to find out whether their water is safe.

What little attempt I have seen in regard to stamping out consumption by legislation seems to be utterly impracticable. The time is a long way off before Christian nations will consent to look upon consumption as we used to look upon leprosy. I have seen some theories proposed for stamping out consumption which were very impracticable. We shall never get anything practicable until our ideas of

civilization completely change. In regard to the matter of typhoid fever, scarlet fever, and diphtheria, there is an enormous amount of work to be done, but a work which lies in the intelligent health officer, not in the general intelligence that you hope to get into our public schools.

DR. VAUGHAN:

There are several statements of Prof. Wright's which I should like to say just a word or two about. In the first place he says that the matter of supplying the children with good milk is a matter of city administration. That is true to some extent. However, it would not harm those who manage our city affairs to know more about hygiene than they do.

Now about the water supply. I think the tendency of science is that it would be better for all of us to die of consumption than to do anything that was inhumane, because to do anything inhumane would be a means of improper education. I might say that I have never heard of any such proposition as that which Prof. Wright speaks of. A hundred years ago leprosy was very common. Our forefathers knew there was only one way of stamping out leprosy. The method now would be called inhumane, but it was not so bad after all. About 200 years ago there were 1,900 leper hospitals in Europe. A leper could live only in one of these hospitals. A leper could go from one place to another. If he traveled by day he must wear a distinctive garb so that he could be recognized and avoided, or if by night a bell. Our forefathers succeeded in stamping out leprosy. Now we ask that consumption be stamped out. Has this already been done to any extent? Twelve years ago the city of Hamburg tried to prevent consumptives from spitting on the streets and in public conveyances. They tried to instruct consumptives as to how they should live. The death rate from consumption in Hamburg has decreased remarkably; if it could decrease in other parts of the world in the same ratio, in the year 2202 there would not be a case of consumption in the world. I do not think, that any one ever proposed to isolate consumptives. No one of any scientific standing has ever proposed that. There is no need of any inhumanity at all; in fact, the treatment which we propose is humane throughout,—humane to the consumptive and his friends, and to the world in general. The State Board of Health of Michigan today asks that every case of consumption be reported to the board. Not that they want to isolate the consumptive, but simply that they might distribute among the family and friends of that patient some very simple, plain rules which will tell how they may live with that consumptive and not acquire the disease. The experiment has been made that the safest place in the world today from consumption is not in our schoolhouses, it is not even on our streets, it is in a consumptive hospital filled with consumptives; that is the place that is safer than any other place from consumption. A wild beast turned loose on our streets would be a dangerous thing. A caged lion may be driven along the streets and we would not be afraid of it. We think that consumptives should be instructed; it is largely a campaign of education. Simply to instruct him that he is not to spit in his handkerchief, that he must use a spittoon when he is in the house (can even carry one of the little paper spittoons in his pocket), and the material must be burned. There is nothing inhumane about it. There are hundreds of people with consumption in the State of Michigan today who are too poor, and some of them too ignorant, to be instructed. As Prof. Wright says it is only half knowledge that causes people to be frightened. It certainly cannot frighten children to teach them that there is no danger of going into the room where there is consumption. We can certainly teach the children who are going to be farmers hereafter that it is not a proper thing to dig a well, a cess pool, and a privy vault within ten feet of each other. That is the reason why the farmer has typhoid fever.

PROF. WRIGHT:

The things I said were stirred up by some articles I have seen which took about the extreme grounds that I protested against. I have no criticism to make of these very wise and temperate things that Prof. Vaughan has mentioned.

PROF. FALL:

I want just a half minute to say two or three things. It was a great work that was wrought in the city of Munich when the death rate was diminished from

24 and over per thousand, down to less than one per thousand, and no cases in the city of Munich. That is not the great work which has been wrought from the standpoint of science. The great work which has been wrought is the work which has been wrought in the State of Michigan. Do you know it? When the statement can be made on good authority that from one-half to four-fifths of the deaths from scarlet fever and diphtheria are being today prevented, I say it is a greater miracle than the act of one man of influence in the city of Munich. That is done by the coöperation of all the people. One man cannot do this work; it depends upon the education of the people. Let us see. We had typhoid fever in our little city; the prominent man of our town was stricken down; his wife had it. The great welfare of our city depended on the life of that man. He recovered from typhoid fever. We began to ask ourselves what was the cause? It came out that it was due to impure water. We said, "We must have a public water supply, and we will get it by extending a campaign of education." The campaign of education was carried on through the agency of the State Board of Health. They came down and spent two days there, and attacked the water supply. The result was that the people of Albion became so thoroughly aroused that they were ready to fight for a pure water supply. No man of influence could have gone into Albion and established a water supply. It took the vote of the people to bond the city for it. You cannot get public enterprises established until you have public sentiment, and that means that the people themselves shall be informed in this matter. I would like to present the following resolution:

Resolved, That it is the sense of the College Section of the Teachers' Association that Sanitary Science should form a part of every college course.

After a brief discussion the above resolution was amended and adopted as follows:

Resolved, That it is the sense of the College Section of the Teachers' Association that Sanitary Science should form a part of every college and normal school course.

VALUE OF ATHLETICS TO COLLEGE DISCIPLINE AND MORAL TRAINING.

DR. D. C. THOMAS, ADRIAN.

The importance of physical culture has been recognized for many generations. The Athenians emphasized physical training not as an end in itself, but as a means toward mental and spiritual health. The end of physical development among the Spartans was realized when their youth had attained physical strength and courage. The Athenian youth was to have a perfect body and moral excellence of soul. The Spartan was to possess power and courage. The aim of the former was to *beautify*; the latter to *harden*. Ever since the days of the Greeks, physical training has had a more or less definite purpose in these two directions. Physical training among the ancients was not practiced for perfection and strength only, but for a higher purpose also. But while we have faith in the motto "*Mens sana in corpore sano*," yet we never teach that a sound body has any influence on the characters of men, nor that physical courage has anything to do with moral courage. And, today, it is still a question whether the influence of physical exercises and games has been appreciated for more than half its value.

We desire to maintain that proper physical training may affect the characters as well as the bodies of men. We believe that, while matter and mind are in their nature diametrically opposite, they are at the same

time most intimately connected. This connection is a mystery; but that this connection is close, intimate, and important all must recognize.

The mind can only know and see the world through the body. The very elements of knowledge are the perceptions of sense and the intuitions of reason. With these data every mind must begin, and through the processes of apperception and differentiation the highest wisdom is attained. The mind can not say to the body, "I have no need of thee;" nor can the body say to the mind, "I have no need of thee." These two natures, the physical and the spiritual, in this life must dwell together and develop together, in order to attain the highest standard of perfection for both. Body and mind must grow up together in harmony. The development of one should begin with the development of the other. The mind should not be cultivated to the neglect of the body, nor the body to the neglect of the mind. The growth should be simultaneous and symmetrical. The equal care of both body and mind of the child should be exercised until maturity is reached. In order to have clear aesthetic and ethical notions, it is essential that we have a vigorous tenement for the mind.

We believe there is a moral consideration in the cultivation of the body. It is as proper to have a high esteem for a good physique as for a good mind. The care of the body involves a moral duty. We are to grow in stature. This is a personal duty. To do this we must regard proper diet, dress, exercise, and habits of cleanliness. These are moral obligations which we can not ignore. No amount of mere book learning will be a substitute for a pure and perfect body. The neglect of the latter is a sin.

But it is the athletic phase of physical training that we purpose to emphasize in this paper—the art of training which pertains to games and sports, and their influence in moulding character. There is no period of manhood when character is so rapidly formed as during school and college life. We often speak of college bred men and women, and when we come to know them intimately we are puzzled often times to determine what is meant by the term college bred. The student with a desirable character owes as much of his development to the fellows with whom he associates and to his games and sports as he does to his teachers and his books. A young man may get through college in a quiet and peaceful manner and in such a way as not ever to call into exercise any particular virtue of either self denial or control. During all this time his strength has never been tested nor his real character brought out. The virtues of true manhood have never been developed nor his mastery over the temptations of the world strengthened. This truth is suggested to us by the noble words of Milton: "I cannot praise a fugitive and cloistered virtue, unexercised or unbreathed, that never sallies out and sees her adversary, but slinks out of the race, where that immortal garland is to be run for not without dust or heat. Assuredly, we bring not innocence into the world, we bring impurity much rather; that which purifies us is trial, and trial is by what is contrary. The virtue, therefore, which is but a youngling in the contemplation of evil, and knows not the utmost that vice promises to her followers and rejects it, is but a blank virtue, not a pure virtue."

Practically, untested virtue is no virtue at all. A teacher can judge the disposition of his pupils better on the school ground in their sports

and games than in the school room, and here he finds his opportunity for correction. His influence here is of vastly more service in moulding the future man and citizen than in the school house. And so with the college. There we have to deal with young men. They find in sports and games their safety valve. Since the introduction of athletics into our colleges and universities, more than half the barbarism of hazing has vanished. The brutality of college tricks is almost unknown—and is it not because college students have found better ways to have fun, and are putting their surplus energy to better use?

The well established rules in the various games are disciplinary. They are all based on the principle of *fair play*. No undue advantage is to be taken and winning must depend upon merit. In well regulated games selfishness has no place; patience and self control may have their perfect work. The novice who has not had the drill and experience soon “loses his head” when under the gaze of expectant eyes during a contest. Only the well disciplined can be trusted in contests of any moment. In trial of superiority between college teams where reputation is at stake, the best men are chosen; and as a rule these are the best students. In our experience, where military drill was voluntary, we found those who endured the rigor of military discipline without murmuring were, on the average, the best scholars in their classes. After a long period of observation we are prepared to say that the athletic spirit is not incompatible with excellence in scholarship. Rather, we believe that athletics may be made to contribute to scholarship.

And what we would urge for gentlemen we would also recommend for ladies. There is no reason in the world why ladies may not participate in the more refined games. Certainly there is no reason why she may not compete in croquet and tennis, and here she can study the characters of young men better than in the parlor. If a young man in playing croquet should move a ball into position when he thought he was not observed, or lie about a point, the young lady with whom he was playing need have no further evidence of his lack of honor or truthfulness in other matters. Such a young man could not be trusted. The fact is that young persons gain or lose their honor as quickly in the games they play or the sports they indulge in, as in any other part of their college performances.

Play figures as a large factor in education. Games ought to be encouraged and supported. No faculty of instruction is complete without a competent, educated director. Every college should have such a man, who should have control and direction of athletics. He should see that the games and sports are properly, regularly, and temperately indulged in. The members of the faculty should take the same interest in these things as they are expected to take in other matters of the college. On the contrary it is too often the case that public games are ignored by members of our college faculties. They find convenient excuses to be absent when contests come off, and even affect to despise games or regard their presence on such occasions as undignified. We have witnessed contests where members of the faculty and other officers of the college were conspicuous for their absence. No sign of recognition from anybody in authority; everything seemed to run itself and nobody responsible. Under such circumstances the best and most satisfactory results could not be expected. Such a state of things shows that the

best order of fraternal feeling between student and college does not exist. The truth is, we affect to have great interest in the physical development of the young student and we set forth our superior advantages in this respect in our annual catalogues; but the whole pretense is a ridiculous farce,—hollow and nothing in it. We do not mean it. Often fair gymnasiums are built and to some extent equipped, but how soon in too many cases do they become neglected old barracks and look more like a rented mansion in a deserted village! Most of what is done in our colleges is accomplished through athletic organizations of the students themselves. They have to depend upon individual subscriptions and gate receipts to keep up expenses, and generally succeed in having a deficit to wrestle with at the end of the season.

These conditions exist in our public schools as well. We all acknowledge the value of physical training, yet no fund is set apart for this work either in the primary or more advanced departments of our schools. No taxes are levied for such purpose. This phase of our education has no standing in our public schools. The teaching of physiology and hygiene with special reference to the effect of stimulants on the human system is made compulsory, and teachers have to qualify and pass examination on the subjects. Now, while we are compelled to teach physiology and hygiene theoretically, we are left without any provisions for the practical exercise of the various functions of our bodies. This whole side of our nature is practically ignored. Hence it is more difficult for our colleges and universities to do what they would. There has been in the early life and career of the student no taste excited for perfection and harmony of development along the line of the physical. The correspondent for our university, in a recent issue of the *Detroit Free Press*, said substantially that the institution had a fine and thoroughly equipped gymnasium and a competent director, yet there were two thousand students in attendance who did not avail themselves of the advantages the gymnasium afforded. The authorities, in a meeting to consider the fact, declined to make the attendance compulsory. This lack of interest in the work is a sad commentary on the condition of things! Yet we are glad to know that even one-third of the students get the benefit of these ample provisions. It will be found difficult to carry on gymnasium work without the incentives that games and sports supply. Students will not voluntarily stick to their daily practice from a merely theoretical standpoint. Abstract theories will not satisfy; some concrete and definite end must be in view. In their contests and trials they must see that thorough physical drill stands them in good stead where strength, skill, and endurance are required. They must also see that the head serves them as well as the body. A student must see that easy and graceful movements come from intelligent practice, and these are qualities to be acquired; and when he once comes to understand that "main strength and stupidity" are not the elements upon which to depend, and to realize that the body is an instrument in the hands of intelligence to be under its complete control in order to be dextrous and graceful, and that an awkward presence shows a lack of culture, he will not need external compulsory application to appreciate the gymnasium.

Finally, in opposing athletics are we not losing our opportunity? Could we not by judicious support of athletics decrease the need of so much petty and vexatious control? Would not the burden of the care

of students practically vanish? Would it not be infinitely wiser to be in sympathy with the games and sports of the young than to be constantly in opposition to them? Is it wise to be everlastingly nagging and forbidding and threatening, and thereby keeping up a constant friction between faculty and student? Would not the application of a little common sense be the most sensible thing? We verily believe, if we would adopt this policy, we would do away with many public and secret vices which we, with our old methods, have not been able to accomplish. We would increase the moral strength and tone of our young men and women.

If we were more in sympathy with the external happiness of our students, we could see even in their play an opportunity. Even the much deplored game of football might have some value. We could at least see in that game an element of American genius called *push*. And would it not be infinitely more to our credit were we to help correct the abuses of football, rather than to call ourselves together and memorialize the legislature of a commonwealth to stop the game?

A motion was adopted that a copy of Prof. Fall's resolution with reference to the incorporation of sanitary science into the courses of study in our colleges and normal schools, be forwarded to each faculty interested, duly authenticated by the signatures of both president and secretary elect.

The Committee on Nominations made its report as follows:

For president, A. G. Slocum of Kalamazoo College.

For vice president, J. B. Nykerk of Hope College.

For secretary, J. T. Ewing of Alma College.

Signed by Hamilton King, B. A. Hinsdale, J. L. Snyder, Committee on Nominations.

This report was adopted and the college section adjourned.

DISCUSSION.

Opened by PRES. SPERRY:

Those of us who have the occasion to observe the physical life of our Brother Thomas know very well what sort of feelings he would have in regard to vigorous physical life. I do not know whether Pres. Thomas was speaking of what he thought to be true of the various colleges, when he spoke of the fact that we are not paying attention to physical training in the colleges. It is certainly true that some of the colleges are seeking to develop to some extent the physical life of their students, and they feel that some profitable result is coming out of the effort.

I turn back to my college life at the university in New Haven, and I recall somewhat sadly that the university did absolutely nothing for the physical life of its students. It had a gymnasium, an extremely isolated and neglected region. The physical development of that day depended upon voluntary associations of the students who came together for boating, ball playing, etc.

I do not know that there is a subject that seems to me more worth careful investigation than the real results in the nervous forces and the heart action, and the capacities for endurance which come out of severe athletic contests of the present time. Incidents will not prove much of course. If special incidents would prove anything definite in regard to the general result, it would be easy for me to call up some special incidents of magnificent young men whose earthly career has been stopped by an over-zeal which they had in athletic games. It is

an interesting question how far the future of some of our young men is to be injured because of an over-zeal in this direction. I wish our men of science who study carefully the nerve energies of the body and the circulation of the blood and the heart action, etc., might be induced to make careful experiments in regard to the matter, and that they might complete them while the present generation is alive, if possible, in order that, if we are to modify our athletic contests, it may be done quickly and intelligently.

Let me say something in favor of that side of the paper which has been foremost in my mind. One result of athletic contests ought to be the power to concentrate the mind upon some subject and hold it there. I cannot remember any theme where the mind was held so successfully upon the attainment of one object as it was in getting the prow of the boat in which I rowed a little ahead of the boat with which we were racing. I do not see why that discipline may not come to us in the athletic contest as well as along some other lines. It was a concentration of mind, involving great self denial, leading us to shake off personal consideration altogether. I know very well what the feeling of mind is that the young man has when, being in the boat race, he would feel the next stroke if he knew it would land him in heaven,—or elsewhere. I know how it is to become careless of personal considerations in the attempt to coöperate with others in the attainment of an end.

PRESIDENT FISKE:

Relative to this concentration of mind, how much value do you think that discipline is outside of that particular experience? Was that concentration of any value when you came to write sermons?

PRESIDENT SPERRY:

I don't suppose that that capacity of mind could be transferred perfectly from one sphere to another. I hope that some good came out of it. It compelled attention of the mind for a long time. It is the concentration of the energy upon the one thing to be done at that time which makes the success in the contest possible, and I have dared to hope in my later days that it was of some account in other spheres.

I turn to the sense of achievement. I do not know how much that sense will assist him along other lines. If a man went to college, as I did, as a young man with a consciousness of physical inferiority resting upon him, and feeling that life was hopeless along that line, and it suddenly came about that a certain amount of physical endurance was attainable, I think that that joyous sense of achievement might be trusted to help him somewhat in some other line of contest in which he would be called upon to engage.

Then there is the spirit of emulation. I notice that the principle of emulation is no longer one of general force in education. I will state for the benefit of those of you who have not made a recent investigation, that the New Testament recognizes the principle of emulation. The principle of emulation does not receive a very large recognition. It receives a cautious recognition in the New Testament as one of the practicable principles of a good life; and because that is true, the principle is a thing which is to be recognized in our athletic contests, not as a bad thing at all, but as a thing which, kept in its own place, may work out some good results.

The ability which a man has in an athletic contest to get away from an almost ever-present self-consciousness and lose himself altogether in what he is about to achieve, strikes me as a capital result of the athletic contest. I have no sympathy whatever in the general tone of the remarks to which we listened last night. I have not the slightest disposition whatever to merge myself with the universe; I propose to keep my individuality. Nevertheless, I do think it is a capital thing for a man to merge his personality sometimes in that of his club or boat crew, and make common cause with the rest of them. If the man who used to ply the stroke oar in my boat should come in, I should probably embrace him, no matter who was here. If we have the feeling which makes common cause with all the rest, self-consciousness is lost sight of. That leads me to say what a detestable thing it is to see some boy playing to the galleries, rather than splendidly going into the accomplishment of the game just before him. The love of esteem of others is a perfectly correct motive in life, until we love the praise of men more than the praise of God. I went to some kind of a religious convention a while ago where I made some remark in regard to the love of the praise of men as a remarkable force in a good life, and a man of long countenance administered a

rebuke to me. He said that he cared for the esteem of God only. I hunted up that fellow's record; and I am going for him, if life is long enough. There is not a word of truth in that view of life. A good name is rather to be chosen than great riches. What is a good name but the principle of esteem? Well, the principle of humility and the principle of self-esteem can both be developed in a fine athletic contest; in the minds of some of the elder brethren, humility, probably, if we should try it. I realize that that would be the result in my case. Self-esteem is just as important as humility. After the preacher has preached humility long enough, he ought to turn around and preach self-esteem. A certain rational self-esteem comes to a man who feels that his physical life is finely developed.

I think in the discipline of the college that athletics do more for others than for those immediately engaged in them. We are rather isolated at Olivet. Sometimes after we have studied enough, we don't quite know what to do with ourselves; and when that time comes the athletic field gives us fresh air, recreation, and pleasant relief.

PROF. BARR:

I wish to discuss a feature and phase of the athletic question that has not been very strongly touched upon by either of the speakers, and yet a phase which seems to me is most important as I read the topic printed on the program, the "Value of Athletics to College Discipline and Moral Training." I have been interested in athletics for quite a number of years. I was very much interested in athletics as a student; I have been very much interested ever since that time. Lately I have been extremely interested in the athletic question because there are several points involved in it that seem worthy of the most careful attention of our college faculties. I thoroughly and heartily approve in every way of athletics properly managed. There is nothing that can do the individual more good or the student body as a whole, than the encouragement of athletic exercise, particularly as represented by teams that go out and engage in inter-collegiate contests. There is one point that seems very important; and when I read the second part of this question—"and moral training"—I am forced to this conclusion that a very essential part of the moral training is the inculcation into the mind of every student, of the principle of athletic honor, which I feel is not always in such a contest. I do not claim for the students of the institution which I represent anything better than I am perfectly willing to concede to all of the other institutions. I do feel that there has been in the past in our own institution, and in every institution, actions that are extremely reprehensible; and I think the time has come for us, as members of the faculties of these institutions, to take a firm stand and to put our foot upon the evils and suppress them. I am a little embarrassed, because one of the institutions has already taken action that puts them upon a footing that is different from the one which I represent. The University has already taken action, looking to the personnel of their teams, that is worthy of our commendation, and I wish to congratulate them. I now seek to have the other collegiate institutions of Michigan take a stand that will suppress the worst features of our inter-collegiate contests, if possible. We ought to desire to win in our contests, but we should desire to win in such a way that we would not be ashamed of the victory when it has been gained. I have known victories in which the victors had every reason to be ashamed. I have known such victories in my own team. I do not mean simply dishonesty on the part of the individual. There are certain questions which are recognized as binding upon institutions, that are not recognized in our own colleges. I have prepared a resolution which I think will cover some of this ground, which I wish to read:

Resolved, That it be the sense of the College Section of the Michigan State Teachers' Association, that a Faculty Committee for the regulation of athletics be appointed by each college of the State; and further

Resolved, That these committees be requested to coöperate in the formation of State athletic rules that shall govern their inter-collegiate contests.

The above resolution was unanimously adopted.

PRESIDENT FISKE:

Just a word not exactly in the line of the paper. A week ago I attended the funeral of a young lady who became insane from over-study in our college some years ago. She took no recreation whatever; she devoted to study all the hours and

minutes she could possibly get. I trust that it will never occur again. As all young ladies are expected to take exercise in the gymnasium and a certain amount of recreation, I think the time ought to have come now when there shall be no more danger of over-study.

DR. VAUGHAN:

It seems to me that there are two questions. There is the question of physical education on one side, and there is the question of college athletics on the other. College athletics as they exist (I speak more especially of their existence in the university) I do not think are of much value. College athletics! what do we mean by it? We mean that a dozen or so young men shall devote the greater part of their time and energy to accomplish a desired end, while two or three thousand students stand and look on. Now I say I do not take much interest in it as it exists in that way. I think that physically it is bad. I believe it is true that the average life of the college athlete, so called, is very short; that he dies before he reaches middle life from diseases of the heart or kidneys. This statement I believe to be true. As to football, which is one of the most prominent features of college athletics, I have the testimony of two or three students who have been engaged in it; and I have every reason to believe that their testimony is true. One man who is noted throughout the northwest, a very violent player in football and naturally a man slow to anger, told me he never entered a football contest that he did not feel like tearing his opponents to pieces. I believe that is the case. I believe the game is a brutal one, and it should not be countenanced by the college faculties. Now, on the other hand, there is physical education; and what do we mean or should we mean by it? We should mean by it that when a young man or woman comes to school, he should begin at the weak points and try to develop those points. The statement is true of the university that not one-fifth of the students go to the gymnasium. Those who go, are the ones who least need to go; and those who stay away, are the ones who ought to go. Now physical education we know is desirable, is necessary. I think all of our college faculties, so far as they can, should make physical education compulsory. Should have each student when he enters college, man or woman, carefully examined and the weak points picked out. We want our students carefully developed. We do not want the man who can run a hundred-yard dash the quickest. We want all-round athletics.

DR. THOMAS:

I do not want to advocate the games we have now as being very great moral instructors for young people. I am not going to advocate football as a very exceedingly moral game; but the point in the paper was this (and I hope it will not be overlooked), that our faculties ought to take more interest in the matter and more direction of it; and then football or any game may be made a moral discipline, and a discipline in the college, because I know the more athletics we have the less trouble we have in college discipline. What we need is for our faculties to enter into this thing. There are boys who have no business in a football team. We ought to have more games. We do not take enough interest in the matter. I would like to have every student in our college in some game, and then I would like to have it directed in such a way as to have it a moral question all the time.

DR. HINSDALE:

There is no difference in opinion as to the desirability of developing all-around people, as Dr. Vaughan says. Vigorous health and defective intellectual moral life, as a rule, are conditioned upon a certain physical development. This, I suppose, is admitted everywhere. But the question as it shapes itself in the mind is how far exercises that are thought to be necessary to reach given ends, should be made the subject of formal regulation, and in how far should they be left voluntary and spontaneous agents acting under the influence of such stimulus and healthful excitement as may be brought to bear. Dr. Vaughan has said that when freshmen come to college, they ought to be examined by some competent authority; their weak points ought to be discovered. That means a record should be made, and then these students should be put on exercises that would develop them in the directions in which they specially need it. What he said suggests the phase of the subject to which I wish to hold your thought. We all know what the Spartan conception of education was. We all know what the relation was in which the individual stood to the state, according to the old Greek way of looking at things.

Athens had her peculiar ideas and Sparta hers, but still they agreed so far as their fundamental ideas were concerned. I speak of the ideas concerning the relation of the individual to the state. The Spartans said that the helpless and weak ought to be disposed of, and they undertook to provide a regimen for the purpose of doing it. Sparta took the child away from his father or mother when he got to be a certain age; they were thrown together in masses; they were subjected to the public authorities; the life of the family was destroyed; there was no such thing as home. The whole discipline from the time that the child reached a certain period, was the discipline that was regulated by the public authorities with a view to producing a well-developed and powerful type of men. In later times we have given more scope to the play of the individual. We have not placed as much emphasis upon the state side as we have upon the side of the individual. Now suppose we concede, for the sake of argument, that the public has a right to enforce gymnastic exercises in all the elementary grades and in the high schools. Have the college authorities any business, and is it desirable in itself and in harmony with American ideas, to make gymnastic exercises compulsory for all the students who go to college? That is the question. We have been talking about it over at Ann Arbor lately. The fundamental question is this,—how far the public can, through the college or university or public authority, regulate the life of the individual.

HIGH SCHOOL SECTION.

PROGRAM.

TUESDAY P. M.

Report of Committee on High School Athletics.

Paper, "Student Organizations in the High School," Prin. F. L. Sage, Saginaw, W. S.
General Discussion.

Paper, "The Relation of the High Schools to the Country Schools," Supt. A. P.
Cook, Ithaca.

General Discussion.

Miscellaneous Business.

W. H. Smith of Lansing, secretary of this section, having called the meeting to order, announced that Chairman Hartwell was unable to be present on account of illness and asked the pleasure of the meeting, when it was suggested that Secretary Smith himself act as chairman; and Prin. Warriner of Saginaw was appointed to act as secretary pro tem.

The chairman read the report of the committee on athletics, as follows:

The Committee on High School Athletics appointed at the last session of this section, met in March last at Ann Arbor. All the members were present. Some simple regulations regarding inter-school contests and the eligibility to membership in the various teams were formulated, and suggestions made for a Board of Control in each school, after the Ann Arbor plan, to see that the regulations should be properly enforced.

These recommendations were printed and sent to all schools of the State known to have organized athletics, in time for the spring games. Notice of adoption or intention to adopt was received from Detroit and Lansing indirectly, and from Grand Rapids, Marshall, Kalamazoo, and Ann Arbor. At the latter place regulations fully as stringent had been in force for some time.

Early in December inquiry was sent to about twenty schools having football organizations, asking whether further action had been taken. No more adoptions were recorded, the reasons for non-action differing with each school. Many of the principals reported, however, that their schools were working along the line recommended and favored the agreement.

From his correspondence in this matter and from his personal experience, the chairman of your committee is sure that a general adoption of the agreement will be a help and protection to the schools. One instance of a team that secured dates for games as a high school team and then played an indiscriminate mixture of local athletes came to his notice. Of the eleven not more than two were high school members. Against such abuses as this the schools that wish for clean sport must protect themselves.

The year's experience has suggested to those interested, two or three points on which more definite statement should be made. Boards of Control also must see to it that their power of regulation is effectively secured through the local authorities, as at Ann Arbor.

In view of these conditions it is the opinion of the chairman of your committee (who has not had an opportunity to consult the other members) that this report should be taken as a report of progress and that the committee should be continued for another year.

All of which is respectfully submitted.

S. O. HARTWELL,
Chairman.

This report was followed by the reading of the agreement referred to, as follows:

AN ATHLETIC AGREEMENT FOR MICHIGAN HIGH SCHOOLS.

To the Principal of the High School:

Dear Sir—In view of the growth of school athletics and the rapidly increasing number of contests between the pupils of different high schools, the High School Section of the State Teachers' Association at its last meeting appointed a committee to devise some plan by which these contests might be regulated.

The committee met at Ann Arbor, March 27. Its members were unanimous in the opinion that some organization was necessary in order to preserve the physical benefits of these games and the higher interests of the schools from the abuses which are wont to threaten athletic contests. They accordingly recommended an agreement regarding certain important points that will determine the membership of school teams, in the hope that the high schools of the State adopt it as the standard of membership for all athletic representatives of their school in any contest.

with other schools. In addition they recommend that each institution adopting this agreement organize a Board of Control whose duty shall be to see that the agreement is properly enforced and to certify thereto to other schools whenever there may be occasion.

I. The points of the agreement are as follows:

1. No person shall be qualified to represent any school under this agreement in any athletic contest with members of another school or other schools, unless he shall be taking at least ten hours weekly of regular recitation work in said school, and unless he shall have been enrolled as a member of the school from the first of October or the first of March immediately preceding the date of said contest.

2. No person shall take part in contests during a second semester, unless he shall have been enrolled as a member of the school from October first or March first of the previous semester.

3. No person shall be allowed to represent his school in any contest or event, unless he shall be doing satisfactory work in at least ten hours weekly of recitation work; satisfactory work shall be interpreted to mean work above the passing grade of said school and is to be determined from teachers' reports according to the regular method of the school.

4. No person shall play on any school team or contest in any athletic event for more than five seasons or years.

5. A principal's or superintendent's certificate as to the standing of the representatives of a school under this agreement may be required before any contest.

(These rules are largely self-explanatory. The intent of Section 2 is to remove any temptation to secure the attendance, during an athletic season, of students who then drop out until the next series of games.)

II. The committee recommends that any school accepting this agreement shall form a Board of Control of Athletics, which shall have the power to enforce the above regulations and such others as are necessary to meet the needs of the special school. Such boards may find a model for organization in the constitution of the Ann Arbor High School Athletic Association, which may of course be modified to meet local conditions. To these boards the committee wishes to suggest a regulation forbidding the employment of paid coaches, believing that under present conditions this is for the best interests of high school athletics.

For the information of those interested the following sections are copied from the constitution mentioned above:

ART. IV., SEC. 4. At least two days before any match game of baseball or football, the proper captain shall present to the president or secretary of the Board of Control a list of all players from which the team will be picked; and no player shall be allowed in said match game whose name was not on the approved list, which must be returned to him by the Board of Control within twenty-four hours after it is received.

ART. V., SEC. 1. The Board of Control, which shall have general supervision of all sports, shall consist of five persons, three of whom shall be elected by the Faculty of the Ann Arbor high school and two of whom shall be elected by this Association.

SEC. 2. At their first meeting each year they shall elect one of their number president and one of their number secretary, which persons shall perform the duties usually devolving upon said officers.

SEC. 3. The Board of Control shall be the auditing committee of this Association and shall present its report at the annual meeting for the election of officers.

SEC. 4. Within twenty-four hours after the presentation to the president or secretary of the Board of a list of persons eligible to take part in any match game of tennis, baseball, football, or public exhibition of track athletics under high school colors, said board shall return to the officers from whom received such list, with any persons' names omitted whom they deem it unwise to allow to take part in such game or exhibition as representatives of the Ann Arbor high school; and it shall only be allowable for the persons whose names are on the revised list to take part in such game or exhibition.

SEC. 5. No team shall leave the city without permission of the Board of Control.

SEC. 6. Any officer, elective or appointive, may be removed by a unanimous vote of the Board of Control.

* * * *

"Disobedience of orders of the Board of Control of the High School Athletic Association, as now (1894) constituted, may be regarded as an offense against the rules of the school under this section." (From Sec. 1 of the rules of the Board pertaining to the high school, Ann Arbor.)

The committee has thought best to present these recommendations at once to the high schools of the State in the hope that they may be adopted by some in time to be tested during the season just opening. We believe that these general requirements must be met in some way and trust that the recommendations given will be found to furnish a convenient basis on which to arrange future contests. Most of the provisions have already been tried by one or more schools or associations. It remains only that their application be made general, through adoption by the associations in the different schools. They should not be retroactive in any case, but should govern the methods of each association from the date of adoption. We hope they will commend themselves to those who believe in manly sport, whether they be teachers or students.

We especially request all schools or associations which adopt this agreement to report the fact to the chairman of this committee, in order that a definite report may be presented at the meeting of the "High School Section" next December.

Respectfully,

S. O. HARTWELL, Kalamazoo,
F. L. BLISS, Detroit,
W. A. GREESON, Grand Rapids,
W. H. SMITH, Lansing,
D. W. SPRINGER, Ann Arbor,
Committee.

The discussion of this subject was deferred until after the first paper on the program.

STUDENT ORGANIZATIONS IN THE HIGH SCHOOL.

PRIN. F. L. SAGE, SAGINAW, W. S.

Probably there is no part of our educational system which is receiving more attention at the present time than the high school. Secondary education is being considered with the greatest care not only by those actually engaged in this work, but also by the faculties of our colleges and universities and by the sovereign people.

That the high school needs this careful thought and attention we fully admit; that much of great value will result we hope and believe; that the high school is not more perfect than the other divisions of our educational system is doubtless true; that it is not less perfect is equally true.

The work required of the high school is twofold. To the *few* it is a preparation for advanced work in higher institutions. To the *many* it is the preparation for the battle of life, the completion and culmination of formal education. With text-books furnished free of cost to the pupils, thus requiring that only their time be given, the high school stands at the head of the system of education which is absolutely free. Remembering, besides this, that it is all but omnipresent, and thus conveniently located for all who seek its advantages, its very great importance is clearly apparent. Its curriculum is being carefully modified and moulded by those who are best able to do it.

But are there not some things besides the studies to be pursued, their sequence and correlation,—things which are prominent in the minds of those who are attending our high schools and which are thus entitled to our consideration, if indeed they do not demand it? I refer to the lyceum, the school paper, the fraternity, the military company, the baseball club, the football team, and the athletic association. In considering these things we are concerned with their value only when made up of our boys and managed by them, when they are regarded as high school organizations and thus receive our expressed or tacit approval. In other words, their value will depend entirely upon their educational value. A recent writer defines right education to be “such a preparation of the individual in physical, intellectual, and moral capacities as will enable him to secure the highest enjoyment from their use here and hereafter.” The definition is not a selfish one when we consider that the highest enjoyment can be obtained only by the use of the faculties of the body and mind in such a way as to benefit others. If this is not a good definition of education, it ought to be. If, then, any of these organizations fails in such a preparation of the individual, physically, mentally, and morally, it is at best useless; and if it develops along any one line at the expense of both or either of the others, it is positively pernicious.

To expect that all of these diverse organizations should contribute equally to the preparation of the individual along these three lines, is doubtless to expect too much. Indeed, it might be clearly shown that some particular one had decided advantages over all the others, without proving that these others ought therefore to be abandoned. Time and place and interest might be such that a judicious combination of several would

secure a fuller preparation than could possibly be effected by the one alone. Neither are we to conclude that, to deserve our approbation, a high school organization must contribute equally to the development of the boy physically, intellectually, and morally. Two things, however, seem to be absolutely essential to secure the best results. First, that any game or occupation, though manifestly tending to contribute especially to some one part of the triune being, shall not do so in a manner prejudicial to either of the others; and, secondly, that all the games and occupations shall be so chosen that their resultant will contribute to the harmonious development of the individual. And here it becomes necessary to take into consideration the regular work in school and the forms of recreation outside of school.

Having in this general and imperfect way outlined the principles which should guide us, let us consider briefly and specifically these student organizations. The lyceum seems to me to be of great value and should, if possible, be a part of every high school, that for the boys taking particularly the direction of a debating society and a society for the careful study of the principles and practice of parliamentary law. To be able to stand before his fellows and present his opinions on a certain subject in a clear, polished, and cogent manner, requires a well trained body as well as a well trained mind; and if these are lacking, they will be supplied through earnest work on the part of the interested pupil. The ethics of debate and of parliamentary usage are also valuable. That the American youth needs this training in parliamentary law is painfully, distressingly evident to all who have seen that youth, as a man, attempting to preside over our ordinary meetings, political or otherwise, and who have been witnesses of the crimes committed in its name. There is an enthusiasm from numbers which gives an advantage to the larger schools, and yet too large a body is unwieldy and affords less opportunity to the individual. A lyceum which is not properly conducted is productive of little but harm, but one carefully directed and held strictly to business accomplishes a great deal for its members. I believe, however, that this can be done only as it is regarded as a part of the school and has with it constantly one or more of the teachers.

Of the value of the school paper I am not fully convinced. It would seem that in various ways it might be helpful. A little knowledge of business in general and of printing and advertising in particular would be acquired. Yet these benefits would always be to the few and to them by an unwarranted expenditure of time and energy. Its value as a stimulus to composition and literary effort is an uncertain quantity. But the high school paper is rare, and it is quite possible that this is best.

Of my own experience I know nothing of the high school fraternity. Of the college fraternity I could speak more intelligently; and, while even this may not be an unalloyed good, I am only expressing the opinion of every fraternity man or woman present when I say that with my fraternity is associated much that is pleasantest in my college life, and I cannot say anything against them. But why not reserve some of these things for college? There in a great measure they take the place of home. Surely this is not necessary or desirable in the years of the high school. Home is the proper place for children of high school age, and I deplore the growing tendency on the part of American parents to lessen

the restraint and diminish the safeguards thrown about their children. Eternal vigilance is the price of virtue as well as of liberty.

The military company in the high school is a fad, lacking permanence, and thus hardly deserving serious consideration. But to be even a fad it must have something to commend it. There is a dignity and a wholesome regard for authority associated with it. There is an exactness and precision to military drill; and these are certainly of great value in other lines of work and can be secured quite as easily in these other lines, if we are only as particular and careful as the officers of the company. An erect and manly bearing is supposed to be secured and frequently is; but if the military company should become a part of every high school, it could scarcely fail to turn out a vast number of young men who, in critical times, would be much more inclined to counsel war than peace. Nor do we need men trained for war. If the necessity should ever again arise as, God grant, it never will, there would be again such armies in this country as the world has never seen. War now means annihilation, and all our teaching on this subject should be to aid in bringing about such conditions that "Nation shall not lift up sword against nation, neither shall they learn war any more."

Baseball and football demand separate consideration. I think no one opposes baseball. All regard it as a manly sport, affording good physical training, and thus indirectly contributing to mental and moral soundness. A degree of skill is possible which excites our admiration. It requires no Hercules. The delicate boy who needs just this sort of exercise can play it without fear of injury, and yet the interest centering in this game does not approximate that in football. But the latter game seems far less suited to our purpose. I appreciate that now I am treading on dangerous ground and that some here may be eloquent in its defense. These will possibly have an opportunity to express themselves later. However, I do not hesitate to characterize the game as brutal and unfit for all, especially our high schools and colleges. The colleges are of course responsible for its existence in the high schools, and the people at large for its existence in the colleges. I realize the utter futility of anything I may say when I see how vast is the number of defendants in this case. "But," says the football enthusiast, "see what magnificent physical development is secured! How quickly they judge! How fearless they are! This *may* be true and these results are desirable, if they are not secured at too great a cost. Yet the delicate boy who needs out-of-door exercise is debarred because of his frail physique. It is only the boy who is heavy, strong, and swift that is of use or credit in a football game. I object also to the use of stimulants to keep players going, as is done even in our high school games. When a boy can continue playing only by the aid of whiskey, he should stop. Football may be profitable. The Yale-Princeton game netted nearly thirty thousand dollars. Society may approve it and does; and yet a game which, at best, leaves each player with every inch of his body bruised and sore, and many with faces so disfigured that they are not fit to be seen, seems to me to savor of the prize ring and the bull fight, and equally to deserve our condemnation. It may be true that these are not the necessary results of football. It certainly is true that they are the results now, and I am protesting against the game as it is played, and not as, in the imagination, it might be played. I have personally noticed the accounts of the killing

of three young men in football games this season, and have been told of as many more. We do not need to go to the papers for such accounts. We all know of fellows who have been killed in this game, or so seriously injured that they would never again be well and strong. "Incomplete returns from yesterday's games," says the *Associated Press* despatch of Nov. 27, "give the following casualties: One dead, three dying, and twenty-three injured," and these the incomplete returns of one day. Nor were these injuries trifling. Shoulders and hips were dislocated. Arms and legs were broken. One player had one ear torn off, another both ears, and a third had an eye gouged out. Teachers of the high schools of Michigan, I ask you if a game in which such things are possible is a fit game for our boys?

The athletic association owes its existence to an effort on the part of the boys to do for themselves what ought to be done for them. Its aim is to foster interests in athletics, to secure physical training and development and, incidentally, to do up the boys of the surrounding schools. In its practical workings this order is reversed.

For many reasons it is very undesirable to intrust to the boys their physical training. They have no correct methods, and have in mind only the more immediate results. They are likely to urge to extreme effort after a very brief and insufficient training, and are sure to train in just that particular line which is entirely unnecessary. If a boy is a good jumper, he always jumps. If he can kick higher than the others, he will do nothing but kick. That nature especially designed him for a kicker is not considered, and he continues to kick his way to fame and the hearts of his fellows. There are some exceptions, but they only prove the rule.

Instead of all this can we not have a gymnasium, well equipped without being very expensive, and in charge of a competent person? By a competent person I mean one who could make a careful examination of a pupil when such a thing seemed necessary, and who could suggest and direct such general exercises as are best adapted to the average pupil, and also call attention of those needing some particular training to the exercises best suited to them, having Apollo *not* Hercules for a model. I suggest this not because the boys and girls of today are puny, sickly creatures inferior to those of years ago, for this is not true; but because they are not yet what they might be, what they ought to be, or what they would be, if a little more attention were given to this matter. This is not ideal or impossible. One lesson a week might be sufficient, as the value of this work would not depend alone on the number of lessons, but on the practice by the pupil. Or it might be well to require those who most need it to spend a half hour each day in the gymnasium. I believe they would be able to accomplish more of their regular work and to do it easier than if this time had not been so spent. I do not wish to disparage the physical culture which is conducted in a few of our schools and in which the whole room takes part. This work in competent hands is productive of lasting good, and my only criticism is that it is not a part of every school system; but I believe that with the apparatus, the smaller numbers, and the interest of the gymnasium, much can be done that will otherwise be impossible and which will contribute in a very great degree to the "right education" of the individual.

DISCUSSION.

Opened by SUPT. A. P. COOK, Ithaca:

We had a little experience along this line in our school last year, and it seems to me there are times when we must interfere for the good of our pupils. This year we had not so many pupils who could play football, and there was great improvement in the physical training gained; still in many ways this game interfered with the school work. I am in accord with the writer of the paper in believing that the boy who most needs the out-of-door exercise is debarred from this game. The weak or timid boy takes no part in it, and so I believe in encouraging general athletic exercise rather than the training of teams, especially when the conditions are such as to impair the quality of mental work done.

PRIN. E. P. CUMMINGS, Spring Lake:

I am specially interested in football. I would take issue with the first point made in the paper that this game trains only a few. I understand that all are free to join in football, and many usually do engage in the training in the early part of the year. If some are too frail or timid, they can engage in other games. Regarding the use of stimulants, it seems to me it tends rather to establish habits of temperance. In our colleges those in training are denied the use of either stimulants or narcotics. If this is true in college, it should be so in our high schools; and if the use of stimulants is prohibited for a time, it seems to me it would tend to establish a habit of temperance. I believe that most of our youths are sturdy enough to participate in the game. As to the accidents occurring, there are probably as many deaths caused by hunting in our north woods as are entailed by football. There are likewise many fatalities connected with football games, and of course all these are to be deplored. But must we because of this abolish all manly recreation? Football certainly develops courage and a sense of justice, with a power of careful discrimination and instant action, though of course the game must be kept within proper restraint.

[The applause which followed these remarks showed that Mr. Sage was right in thinking that the game would have a host of defendants.]

PRIN. C. H. HORN, Traverse City:

It seems to me that one of the best points in the paper is being lost sight of,—that is the value of literary societies in our high schools. I would like to emphasize this point. These societies should be so conducted as to be kept strictly under the supervision of teachers, and yet leave the pupils as much latitude as possible in order to get all the training needed in management of affairs. In our school the work is planned by the teachers and they are also present at its rendition, and the teachers must of course enter into the spirit of the work. It is just here that the teacher gets his greatest reward. The work of the literary society brings out the personality of students more than any other, and a large part of the teacher's reward comes through the personal development of his pupils.

Another point in the paper of which I wish to speak is the attitude of the writer toward football games. I am glad of the courage he manifests in depicting the dangers of a game whose opponents are largely in the minority,—the applause following the remarks of the last speaker shows this, though I am loth to believe that it really represents the attitude of the more thoughtful school men of the State. We who have football in school find it difficult to keep the head above the heels. The game has many excellent features, but it is most difficult of all games to keep within bounds. I have seen a good many games of football, but never an ideal one. If it could be made ideal, I would favor it, but this seems to me impossible. It is the most difficult of all games to referee or umpire. As now played the referees have more to do with the game than has the playing. If it could be made ideal, I should like to see it played for the good there is in it, for I am in no sense opposed to it in itself. I have a brother who plays football and in a sense I encourage and try to control it, but am unable so to do. In fact I know of no one who does so control it. The spirit displayed in our football games is not the spirit of play; it is controlled by the spirit *to win*,—the spirit of the prize ring and the race course, of the old Roman gladiatorial shows. All have seen the outcroppings of this spirit,—have seen players glory over injuries received by opponents. This comes largely

through inter-collegiate games. If there were no matched games or but few, this would go far toward putting the game within proper bounds. Then, too, boys who play every Saturday cannot do good work. The mind is so filled and time so occupied that it is impossible.

Again I say that if it can be properly limited, I am in favor of football; but we ought not to be carried away by the old Roman spirit that cheers the athlete on beyond all reason. We ought to be strong enough to put football away entirely, if necessary.

SUPT. R. D. BRIGGS, Howell:

I am of the opinion that our high schools would be as well if the football craze had never reached them; but it is not so easy to abolish it, now that it is here, as it might seem. I do not believe it can be abolished by a principal's decree nor by a consensus of opinion among school men. So long as the public demands it, so long it must remain. Like the gentleman who preceded me, I never saw an ideal game; but this is true of many other things also. Many characters are not ideal. Shall we abolish them? Shall we abolish all games that are not ideal? Isn't it better to talk of the feasible plan of controlling rather than the unfeasible one of abolishing football? I will give you a little of our experience. Last year we hired a man to take charge of our science work who soon also controlled our football; and since that combination of science and football there has not been a ripple in our football games. We have played five big games, in all of which we've had the sport, if not the glory. We have enjoyed defeat as well as success. It seems to me easier to abolish the wrong spirit than to abolish the game.

SUPT. SAGE:

I want to say two or three things in self defense rather than in apology. I was not speaking for applause; I knew which side I was on. But I fear there is a slight misconception of my meaning. I did not say I opposed football, but simply the game as it is played. Some years since I met a feeble wreck going about on crutches as the result of playing football, such a wreck as I cannot forget. My friend who preceded me suggested that as many were killed in the north woods or in other recreations as in football, but that seems to me a different case. People will go hunting, and I deplore the accidents resulting, while absolving myself from all responsibility. But can I thus absolve myself if I permit this game in my school? And if we cannot now control it, what of the future? Seems to me it would be wise to throttle it before the tail wags the dog.

PRIN. WARRINER, Saginaw, E. S.:

Just a word about this report. I do not believe it would be wise to attempt to abolish football. I believe the game has been somewhat modified. I have seen games in which I could see no objection, played by boys doing good work; and I believe it can be played without serious injury. Though some accidents may occur, I believe it may be so played as not to be a dangerous game. Then if we can arouse the spirit of honor in the game, it will prove a valuable means for both physical and mental training.

Two points in the articles of agreement should receive special emphasis. First, the article making it impossible for any one to participate in a contest unless he is a regularly enrolled member of the school. If this can be adopted by an edict of the board, it will keep out professionals and do much to control the game. Second, the article regarding the amount of recitation work to be done by any participant in a contest, is a most wise provision, as it would bar out all such boys as spend their entire time on football, to the detriment of school work. I believe the game can be controlled, and would move that the Athletic Committee appointed one year ago by this Section be continued another year, and that the report just submitted be adopted.—Carried.

Chairman Smith called attention to the fact that one member of said committee, W. A. Greeson, had removed from the State, and it was suggested that his successor at Grand Rapids might be appointed in his place, whereupon Prin. A. J. Volland was selected to fill vacancy on committee.

A request was then made for a few words regarding the conduct of lyceums and debating societies.

SUPT. BEAZELL, Port Huron:

Seems to me we have entirely lost sight of one feature,—that of mental athletics. Wherever there's a sufficient number, a good lyceum may be organized and as good results obtained mentally as are physically gained on the athletic field. At Port Huron we organized a House of Representatives, with each state represented and speeches made in the name of the various states. The principal exercised a guiding hand, and questions of state were discussed such as young boys and girls ought to know. Great rivalry is aroused, and it gives an opportunity for pupils to organize and marshal their forces like generals on the field. Mental athletics should be encouraged by teachers in every way possible, and the lyceum is one of the very best means to this end.

[These remarks were loudly applauded.]

SUPT. F. DARWIN GRAY, Reading:

We organized our high school into two sections, each having a president and secretary, with meetings held alternately. Our principal does not see to the arrangement of all programs, but always attends the meetings. There is one danger to be avoided,—the principal must see to it that the officers bear the responsibility of programs, or he will soon find it very burdensome. In case of a failure of any one placed on the program, he should simply make suggestions as to the remedy, but not assume the responsibility of arranging the difficulty. Our presidents make an inaugural address on some such practical subject as "The Recognition of Cuba," which was one theme chosen. Then a debate follows on kindred topics. Another thing the principal must look out for is the society newspaper, if one is issued. It should always pass under his supervision before being read, or trouble may arise.

The discussion was terminated at this point by the announcement of the next paper.

THE RELATION OF THE HIGH SCHOOL TO THE COUNTRY SCHOOL.

SUPT. ALBERT P. COOK, ITHACA.

When, at the request of the Legislature, Rev. John D. Pierce formulated a system of education comprising common schools, a University, and branch or secondary schools, we may well believe that, if he did not build better than he knew, he did at least build exceedingly well. Recognizing the fact that universal education is the force that must avail to give all men a right start in life or, to change the figure, that it must furnish for all the necessary foundation for any pursuit of pleasure or profit, he planned that every child should have the chance to get a common school education and, if he so desired, a college education, too.

To fill the gap between the University and the common schools as represented by the country schools of today, he planned for certain branches of the University,—schools which were to prepare students for business, for teaching, and especially for entrance to the University. Heretofore this work had been done by the academies and seminaries, in so far as it had been done at all.

Accordingly, the regents established and partly supported eight of these branch schools at various points throughout the State. After expending about \$30,000 on them with indifferent results, all money grants were, in 1846, withdrawn by the regents, who observed "that local institutions of learning thrive best under the immediate management of the citizens of the place in which they are situated, and when

endowed or sustained by their immediate patrons." Thus these schools failed of success, not so much because of any inherent defects as because the people had not yet generally realized the need of such a school, nor did they take such an interest in them as comes with a sense of ownership.

As towns grew and the schools became too large for one teacher to care for, more rooms and more teachers were provided; and generally the principle of division of labor obtained. To one teacher was given the work of the first one, two, or more years of the child's education, to another other years' work. Thus in a measure the school became a graded school, though the grading was not always the best, nor did the various branches always receive their proper share of attention; but it was a step in the right direction.

Soon there were those who wanted to learn more than the three R's. algebra, Latin, geometry, trigonometry, and such studies were taught to a few of the big boys and girls who had in a measure completed the work heretofore afforded in the school, but who were still thirsting for more knowledge. Thus by degrees there were added from two to four years' work to that which was and is generally comprised in the first eight years, or grades. The teacher of these two to four higher grades, by virtue of his position and ability, was called principal and was entrusted with the oversight of the teachers and work in the lower grades; and this department came to be known as the high school.

The high school, then, was born of the conscious need of something to complete the work of the common schools for the average boy and girl. It is the crown of the union or graded school, and the link which unites the common school to the University and colleges. Such is its relation to the graded school and the University; but what of its relation to the country school?

Our country schools are the glory of our State, but they have their limitations. It is not generally, I think, advisable for them to attempt to do very much work beyond what will make a good strong eight grade course, lest the work of the earlier years be neglected through the teacher's preference for the upper grade work. Thus it arises that they need a school not too far away and not too expensive, where those who wish it may obtain general culture, a preparation for business or for entrance to some college or to the University, or a preparation for teaching.

How far can and should the high school supply these needs? This question comes with most force to the high schools in the smaller cities and larger towns, for of the twenty-five cities of over 4,000 population which reported the number of non-resident high school pupils in 1892, the average number of non-residents was 22, or 11 per cent of their high school enrollment. I do not include Ann Arbor in this list because it is, in an especial sense, a preparatory school for the University and as such draws its students from territory not only outside the county, but also outside the State. Of the 71 reporting schools between 1,000 and 4,000 inhabitants, the average non-resident enrollment was 16 or 22 per cent of total high school enrollment.*

Let us bear in mind that the people of the community desire to have the best advantages that can be had for what they feel they

*These statistics are neither recent nor complete, but they are the best available. Vide Supt. Rep. '92, Table XVIII.

can pay, and to have a school that will give the greatest good to the greatest number. Hence, what we do for those non-residents must be done without materially increasing our expenses, for the tuition paid is frequently, if not usually, far below the actual cost per capita of education.

For the boy or girl who wants a good secondary education we can usually provide fairly well. If we cannot, neither can we for our own pupils; and our course of study and our corps of teachers may need revision. Both resident and non-resident should be able to obtain a working knowledge of bookkeeping and arithmetic, so as to be his own trustworthy accountant, if need be; of botany, physical geography, and physics, to enable him to recognize and appreciate the facts and phenomena of nature; of history and civics to enable him to appreciate his rights and fulfil his duties as a citizen; of literature and (may I not add) music, that he may solace the hours when he lays aside the "carking cares" of his daily toil and that he may put himself in touch with the world's best thought as embodied in its literature; of algebra and geometry, to give him depth of reasoning power; of language, rhetoric, and composition, to enable him to express himself in good, clear, vigorous English; and, finally, there must be instilled into the minds of all an idea of the dignity of labor, whether it be mental or physical. All these the people may justly demand of us as the stewards of their choicest jewels.

On the question of preparation for college or University I shall not enter into a discussion of the relative binding force of the University's and the home community's demands upon the high school any farther than to say I believe that, if possible, the school should give a thorough preparation for the University or for our colleges in at least one course; but if hereafter the University shall so increase its requirements as to make it necessary to crowd out everything except what is required for entrance to that institution, then most assuredly the needs of the majority of the community must govern. I do not believe that the University will do so. Our interests are mutual; they need our students, we need the inspiration that comes from their placing a stamp of approval on our work. If our surroundings are such that we cannot prepare for the A. B. course, perhaps not even for the B. S. or B. L., at least the country school pupil may ask that, so far as we do go, the work should be thorough and painstaking.

The next need of the country schools will, I think, appeal forcibly to a large number of young people; *i. e.*, the need of some place to fit themselves for the work of teaching, or to fit them, as they say, to pass the examination for a third grade certificate. To my mind, there are three things which go to make up the best teacher, or, perhaps I may say, a good teacher. First, a sound, healthy body tenanted by a well balanced, well trained, and educated mind; second, a natural aptitude for teaching combined with a nature that can understand, appreciate, and sympathize with the child's peculiar mental conditions and states; third, a knowledge of the best ways of teaching—a professional training.

The country pupil comes to us usually with a healthy body and the vigorous mind more or less trained in the rudiments (more in some than in others) and asks us to train him for the work of teaching; or, as he says, he wants to get a certificate to teach school. On taking an inventory of his acquired mental furnishings we find that his estimate varies

occasionally from ours made a few weeks later. Sometimes the work which he wishes to attempt is manifestly too difficult for him, even upon the basis of his own statement. Classifying him as best we can, we find that, though he may be diffident and mentally rusty or poorly trained, he is frequently, though not always, able to make a creditable showing at the close of the term, or better at the close of the year.

At this point there is opportunity for wise counsel. When the pupil has his studies well in hand so that he begins to appreciate the good training which he most certainly should be receiving, in a quiet, friendly way point out to him the desirability of giving himself a better and broader preparation, of having a reserve fund of knowledge and training, of knowing more than just enough to secure a third grade certificate. Once we have aroused that desire in him, wise guidance will avail him much; and that wise guidance he has a right to expect of us.

Thus we are providing for his work in respect to *what* he is to teach. We are training his faculties and he is storing his mind with the riches of wisdom; his mental grasp is broadening and he is coming into his possession of the first of the requisites, a well balanced, well trained, and educated mind.

The second requirement for a teacher is one which we cannot furnish. If he or she is not patient, does not like children, or is not quick mentally, in other words, if he is manifestly not likely to succeed in the school room, it is our duty to advise that the pupil should not become, or attempt to become, a teacher. We can do little to change his nature. We may safely modify the adage to *Præceptor nascitur non fit*.

As to the relation of the high school to the country school, with reference to the third requirement, that is to giving professional training to the would-be teachers, I apprehend that we may possibly disagree. We may profitably divide our question:—first, *should* the high school offer to its pupils a course of professional training; second, *can* the high school offer to its pupils a course of professional training? Here I drop the distinction between resident and non-resident; for all would-be teachers need this training. The teacher in the graded school may possibly receive a partial substitute for such training from the superintendent, but not so the country school teacher. He must have had it before entering upon the work of a teacher.

A man may know the various chemical constituents of the different varieties of coal, and yet not be competent, without some special training, to fire a locomotive; he may know all about the physical properties of iron, steel, and brass, and yet not be competent, without special training, to combine these into a magnificent specimen of the modern quadruple-expansion engine. So a young man or young woman may know all about the various branches to be taught, and yet make but a sorry show when training human minds by the agency of these same studies. Hence we may partly answer our question by saying that all teachers should have professional training somewhere.

About 15,000 teachers are required in the schools of Michigan and I think that 3,000 would be a conservative estimate of the number of those who enter the ranks each year. The State Normal School, the Central Michigan Normal School, the normal departments of the University and various denominational colleges, and the private normal schools are doing a grand work; but all of them combined do not supply the places.

Why? First, the present normal school facilities may be equal to the work they have to do, but they are not equal to the work that ought to be done; second, the majority of those who wish to become teachers cannot, or think they cannot, afford to go any great distance to attend a professional school; third, when they have thoroughly prepared themselves at a professional school, their services are usually worth more than the average country district board can or will pay. Thus the prospective teacher is forced to get his professional training at the county institute of one or two weeks' duration, or he must get it where he gets his academic training,—in the high school, unless, as may possibly be done, he may get a poor substitute for that training by reading professional books and professional papers at home. We have successful self-made business men and successful self-made teachers. Both would probably have succeeded better with some rightly directed assistance in the way of training. So we arrive at a full answer to our first question, and say that the high school should offer a course in professional training if it would fulfil its duty.

However, there is yet another question to be considered, viz.:—*Can* the high school offer such a course? All men should be comfortably rich; but for various reasons, principally in themselves, not all can be so. All schools which presume to train those who wish to teach should be prepared to give professional training; but not all can do so, and for reasons in themselves. First, all teachers and especially high school teachers, should know how to teach; but not all are equally successful in teaching others how to teach. A good musician is not necessarily a good music teacher. Second, and most important of all, with the requirements of the University (which I believe, in the main, to be fair), with the demands of our communities for a good all-around general culture, with the demand for business training, for manual training, for music, for drawing, etc., all good in themselves, how can the teacher in the average high school give much direct professional training to his pupils?

In or connected with the high schools in the larger cities there may well be (as I think there is), a normal class or normal school, not especially for non-residents, but accessible to them. Since circumstances prevent us from having a normal course or normal department, what can we do to fulfil, at least in a measure, the duty incumbent upon us? I suggest one plan, not new nor patented; I have used it successfully, so have others. The prospective teachers are receiving an academic training in the regular classes of the high school. Meet with them as frequently and for as long a time as you can spare before or after the regular session. Read and discuss such books as Page on Teaching, Swett's Methods, Payne's Lectures on Education, and some manual of School Law, also educational papers. Review and discuss current events to awaken them, if need be, to a sense of what is going on in the world about us.

In respect to another line of work I want to utter a protest. I refer to the studying of psychology by such young people as generally come to the high school to prepare for the county examination. I believe that the subject of psychology is and will remain, to the majority of them, a sealed book. The greater part of them are but just acquiring a knowledge of the material and civic world, and how shall such be able to perceive, analyze, and understand all the varied powers and capacities of the

human mind? A regard for the principles of psychology is fundamental in any scheme of education, and will aid a teacher in working out that scheme; but it requires a somewhat mature mind to grasp the subject so that any very great advantage may accrue from that knowledge. Many a bright sixteen year old boy or girl has been able to memorize the definitions found in some of our most excellent manuals of psychology, and yet has had as little real vital knowledge of the subject matter itself as a parrot has of the decalogue which he may be taught to repeat. In all this I would argue, not so much against a training in psychology as for a higher age requirement for teachers and thus a higher mental development.

A valuable aid to the prospective teacher is the practice of "cadetting," where it can be done under wise guidance. It enables them to discover whether they have the qualities that distinguish the teacher from the school keeper, and gives them the benefit of the advice and counsel of an experienced teacher in the actual work of the school room. Thus we arrive at an answer to the latter part of our question and say that, in its fullest sense, the average high school cannot give a course of professional training; but in a limited sense it may be able to give some professional training. The larger and better equipped schools can and do or should give such training.

There is another relation between the high school and the country school that is worthy of much consideration; *i. e.*, the high school may sustain a somewhat similar relation to the country school that the University does to the high school. It can set the pace for the region round about, and labor for the upbuilding of the country schools through the county commissioner. Rural grading, 8th grade examinations, county uniformity of text-books, all should and do work to the upbuilding and sustaining of both classes of schools. May the good work go onward and upward.

DISCUSSION.

Opened by SUPT. W. S. PERRY, ANN ARBOR:

This is a work the high schools have not appreciated as they should. I would like to begin where the paper left off. The country schools should have the same relation to the high schools that the latter have to the University. There should be a bond of sympathy that would give some kind of organic relation. Why can we not receive pupils from the country schools without an examination, just as the University receives from approved high schools? There could be no attestation of proficiency made by the teacher and the commissioner. This might be accomplished. I have practiced it in our high school at Ann Arbor with good results. I was somewhat hesitant at first; but those received on certificate from commissioner have proved good pupils. For this plan to be fully successful, the principal must be on intimate terms with the commissioner. It would be well for the principal to visit the country schools to some extent. Intimate to the commissioner that you are interested in the schools, and he'll invite you to visit with him. One or two other points in the paper are to be considered. First, the advisability of encouraging country schools to extend their work beyond the eighth grade. If this cannot be done, we must encourage work outside. I myself would encourage but little algebra, but more of history, literature, nature work, biography, etc. Algebra is not a culture study. If the country pupils could thus be stimulated to enter our high schools, many would be encouraged to go on with the work. Another thing I wish to mention is that we've recently come into

pleasant relations with Father Kelly and the Catholic school, and now have no difficulty in receiving pupils from their school. I think we should cultivate nearer relations with all the schools that are tributary to our high schools.

SUPT. COOK:

I am willing to admit that we ought to cultivate those relations, as Mr. Perry has said. We cultivate this relation with commissioners, and the result of this community of ideas has resulted in much good. I did not advocate the use of algebra, Latin, etc., to any great extent, and am perfectly in accord with Mr. Perry in this regard.

PRIN. HORN:

I would like to ask if any here are familiar with the law regarding high schools that was recently passed in Nebraska. It provides that pupils who pass a satisfactory examination from the eighth grade in the country schools shall be sent free of tuition to the nearest high school, the county paying the tuition at 50 cents a week. This law last year added 2,000 to the attendance in high schools and 90 per cent of the school men interested report in its favor. It is almost revolutionary in the relation established with the county schools. By sending to the state superintendent of Nebraska any one can inform himself regarding the working of this law. Let every high school man interest himself, for if good for Nebraska it is good for Michigan.

E. C. Warriner of Saginaw, E. S., and F. L. Sage of Saginaw, W. S., were elected president and secretary, respectively, and the High School Section adjourned with the feeling that some practical good would result from its deliberations.

PRIMARY SECTION.

PROGRAM.

TUESDAY P. M.

Paper, "What may the Primary Teacher Expect of the Kindergarten Child,"
Sarah B. Goodman, Saginaw, E. S.

Discussion, Mrs. John W. S. Pierson, Stanton; Jennie Tibbitts, Lansing; Supt. D. MacKenzie, Muskegon.

Paper, "History for the Primary Grades," Prof. Julia A. King, Ypsilanti.

Discussion, Supt. E. C. Thompson, Saginaw, E. S.; Fannie Antisdel, Detroit; Helen Dickerman, Grand Rapids.

Miscellaneous Business.

Miss Hattie Plunkett, the president, and Miss Martha Sherwood, the secretary, were both in their places at the time appointed for this session, and the following practical and interesting paper was at once announced:

WHAT THE PRIMARY TEACHER MAY EXPECT OF THE KINDERGARTEN CHILD.

SARAH B. GOODMAN, SAGINAW, E. S.

It is not long since a high school teacher told in my hearing of a little girl, whose grandmother was president of a kindergarten association, who had slapped her grandmother in the face! President Dwight's famous advice as to the education of children—to begin with their grandparents—would seem to have been followed in this case, and yet the result was not wholly satisfactory. However, as I understood the small transgressor to have been of very tender age, I felt inclined to extend her some charity on the ground that her education had not as yet progressed very far.

But the tone and manner of the young lady who related the story indicated that such a depth of depravity was unheard of in a kindergarten child; and it set me wondering what teachers—and other people—really did expect of kindergarten-trained children. I am speaking from the standpoint of a public school kindergartner, for I believe the kindergarten to be the birthright of every child; and I also believe that the only way for the American child to come into this inheritance is by the broad, free road of the public school, and by the help of the noble army of (I had almost said of martyrs, but not quite), we will say the noble army of workers known as the public school teachers. What, then, may the first grade teacher expect of our kindergarten child?

I do not ask "What *do* they expect?" For comparatively few of our public school teachers have as yet had an opportunity to expect anything. Kindergartens are multiplying, but as compared with public schools they are rare. Children attend them fitfully, parents not understanding the benefits to be derived from faithful attendance; and the child that enters school after a few weeks or even months of kindergarten, is in no sense a kindergarten-trained child.

Again, a private kindergarten may be conducted by a well-equipped kindergartner, or it may be presided over by a well-meaning young lady who has visited the summer kindergarten at Bay View or Chautauqua and decided that she could string beads and play with blocks, and that it would be an agreeable way of earning a little pin-money to have a few nice clean little children come in and play with her. Now her children may be sweet and dear; but when they enter school they are not kindergarten-trained children, and the teacher can expect nothing more of them than of children who have never been to anything called kindergarten.

But there are a few places where real kindergartens have been established and children are passing from them into the schools, and teachers are beginning to observe them and to ask questions concerning them. In Boston they are fairly established. From the report of the superintendent of schools of that city I take the following:

"On the intellectual side, the effects of kindergarten training are shown in highly quickened powers of observation; in the possession of clear ideas, derived chiefly from systematically guided observation; in the

power to express these ideas well in conversation; in the great readiness with which the art of reading is learned; in the very considerable knowledge of numbers and their relations objectively acquired; in some knowledge of forms and colors; in a considerable development and discipline of the active powers, as displayed in the comparative ease with which the manual arts of drawing, writing, and slate-work are acquired. All this is not only a preparation for the intellectual training usually regarded as the peculiar function of the schools, but a very substantial advancement in that training."

He also has much to say concerning the moral training begun in the kindergarten.

In Des Moines, Iowa, the kindergartens have been for some ten years a part of the school system. In the report of the city superintendent is embodied one from the principal of the Hawthorne School, Miss Olive McHenry, who has this to say:

"Of course the knowledge which the child of the kindergarten has acquired is in a great measure rather intangible. We cannot say his training in language has embraced 'just so much,' or that he has 'gone so far' in numbers or taken so much of this or of that or of the other subject. But he has made a step in his educational progress. He is in some degree able to see what he looks at; having ears, he has learned to hear. He has acquired some power of attention. Having learned implicit obedience, he is far on the difficult road to self-control. He can use his hands. His imagination is at work and his memory is active."

I should like to dwell for a moment on one point that Miss McHenry makes,—that the primary teacher has a right to expect that the kindergarten child shall have been trained to implicit obedience. Many teachers, I fear, regard the kindergarten as a "mush of concession," where the child is coaxed and coddled and given up to, and only does things when he feels like it. Such is not the true kindergarten. It is not necessary to tell this audience that most teachers of today, by means of pleasant firmness, interesting work adapted to their children and suitably given, find it is quite possible to teach school without scolding and almost without punishing. But when punishment is needed, the true kindergarten does as does the true teacher, meets the emergency without flinching. She probably does not whip the child, because she knows a better way; but obedience is required before the case is dropped. If this is not so, she "fails in discipline," exactly as do some teachers. The fact that such cases are rare in kindergarten, as they are in good schools, does not alter the rule.

In our own city, where the kindergartens have been under way for the last five years, I heard of one teacher who said that the kindergarten children did not respond to a general request. The explanation was, I think, in the fact that the kindergarten requests are usually made by the piano, and that she had not allowed them time to become accustomed to the tap of a pencil or a verbal request. In a talk with this same teacher, who is one of our best first-grade workers, I asked her (with this paper in mind) to state to me what she did expect of the kindergarten children. She said, for want of a better word she would express it by "soul-development." The awakening of the child's mental faculties enough to allow it to take up the school-work at once, at the beginning of the year, without wasting time in learning to handle material or in getting over home-

sickness was what she expected. Miss Constance Mackenzie, supervisor of kindergartens in Philadelphia, expresses somewhat the same thought in the word "adaptability," given her by one of her primary teachers, by which she says she means that adaptability "involves self-control, unselfishness, courtesy; a recognition of the rights of others; a due estimate of the place of one among many; effort toward improvement, that the individual may not mar the society composed of individuals; tolerance, and a growing self-respect."

These sound like large claims, but teachers as well as kindergartners see these things growing daily before their eyes, in school and in kindergarten. When Johnny, who once cried, pushed, or kicked, if some one else sat down in his chair, quietly goes across the room and gets another without demonstration, do you think the faithful kindergartner does not see the growth of self-control and the recognition of the place of one among many? When Daisy, who formerly shouted "Give me mine first!" quietly passes box after box of blocks until all before her are served, and takes her own last, does not the watchful eye beside her see Daisy growing in unselfishness and courtesy?

The one repeated criticism that we hear is that the kindergarten child is not taught to "keep still;" but neither is the first grade child in many of our best schools nowadays. That is, when he has finished his work, he is not required, as once he was, to fold his hands and sit motionless until his slower neighbor is ready; he is given something more to do, and so led toward right activity. Also I ask you to remember that the kindergarten child is a year or more younger than the first-grade child, and that long steps in bodily control are made in a year. But, lest you do not know it, there are times in the kindergarten when we keep still, dear teachers,—we make a beginning for you in that, as we do in other things. There are times when "lips are locked," hands are folded, and the piano sings to us, or we drop our heads and go to sleep; and the same dear friend, the piano, changes itself into the town-clock and tells off the hours, one, two, three, up to seven, when all children should be awake, and we come up smiling, and—talk a little faster for the temporary restraint. But we are learning, and when we go to school we can keep still a longer time than when we first came to kindergarten. But, after all, we try harder to teach them to talk than to keep still. To be able to express in speech what we see and know is worth more than enforced quiet,—although all our lessons in self-control are directed toward the ability to keep still at the proper time.

Among us all, then, let us sum up a few of the things that may reasonably be expected by the primary teacher of our little kindergarten child, when he goes to school at six years old. We may fairly look for:—

1. Senses trained to correct observation.
2. Power to handle himself and his materials.
3. Knowledge that others have rights as well as himself.
4. The "soul-development" or "adaptability," which I take to mean the dawning of his judgment.
5. The beginning of creative power or ability to "make" things, and to express thought by fingers as well as by voice.
6. The knowledge that obedience is expected of him, and readiness give it as a matter of course.
7. A fair amount of self-control.

These things you have a right to expect,—remembering all the time that only the beginnings of all these can be looked for as yet; that six-year-old flesh is weak; that even if we do know better, we sometimes slap grandma's face, or quarrel with the next boy,—and perchance feel very sorry afterwards, when our critics are not by; still, under stress of temptation we do whisper sometimes, or even talk right out loud in school. As to whether we ever get over that weakness, let us ask our librarians whether the big folks ever whisper in the library, or the ministers how it is in church, or the officers of our Michigan Teachers' Association whether our meetings are absolutely free from annoyance of that kind,—and remember that perfection in all these things requires years of training. But we do claim that the kindergarten child enters school in advance of the home child on all these points, and that this is gained, not by strict rules and training, but by *directed* play—only a shade less free than the random play of the nursery—but all tending in the direction in which the American child is said to be especially lacking—that of respect for authority and regard for the rights of others.

DISCUSSION.

Opened by MRS. JOHN W. S. PIERSON, Stanton:

The facts brought out in the paper just read have been so well treated that many further remarks on them would be superfluous. The only hope, then, for the leader of this discussion, lies in the fact that the subject is a very large one and the time allotted to each speaker is so short as to prevent one person's saying it all.

It is a sad thing when the kindergarten and the primary department do not work in harmony, and the time has come for a clearer understanding and a more earnest effort. The worst enemies of the kindergarten movement are some of its followers. (The ones alluded to are, of course, not present today.) Young women who think the teaching of the smallest children an easy, picturesque, and remunerative employment, enter into this work poorly, or not at all qualified, and make such blunders as antagonize both parents and educators. Be careful how you generalize from a limited experience of kindergartners.

"What may the primary teacher expect of the child?" She may expect to find him possessed of a fund of general information to which she can appeal with assurance. Children who come directly from the home have irregular acquirements—fragmentary knowledge; and one-half of the class know absolutely nothing of that which is already familiar to the other half. In a kindergarten these differences are largely obliterated and the primary teacher knows where to begin and what to do. If science is the basis of unification, Mother Nature has already whispered some of her secrets to them; and they can "start even" to find out the others.

The primary teacher may expect self-reliance without conceit. The training of well-given dictation lessons shows in this, that the pupils will be far more apt to listen attentively and remember when directions are given concerning the next lesson or any other matter of school room importance. They are better fitted for independent work and less apt to call for assistance. They are also less liable to become discouraged when they fail after faithful endeavor, for every kindergarten lad or lassie knows that those who try and try again are sure to succeed in time.

She may expect more cleanliness of person and belongings, more thrifty use of tablets, pencils, and chalk, and more politeness toward teacher and fellow-pupils. These are things which are never taught to the little ones of some neglected homes; and it is only the constant, patient, and pleasant reminders of the kindergarten director, and the public sentiment on the subject created in her domain, that brings improvement.

The child from a good kindergarten is certain to be both responsive and teachable. He will be sure to seek for causes as well as to ask questions concerning them; and his experience in practical analysis and synthesis, as exemplified in gift-work,

enables him to detect more readily the relations of parts to the whole. He has had valuable training in concentration, and has learned well the lesson of "doing his own work first and then looking around the room." And if, as soon as the first task is done, another is given so that he has no minutes of idleness, what is that but an instance of what he learned in the kindergarten,—“The reward of one duty is the power to fulfill another.” He did not learn it in those words, yet he grew to believe the principle. Power! Power! It is that for which he works. That is the purpose of all the lessons that seem so queer when he first enters the primary room. So far, he has “played himself into power;” but Miss Mary, the wise director whom he left last June, told him all about the real school and how he should work there, with his kind teacher’s help, to make himself a bright, intelligent man—a man who would be wise enough and strong enough and good enough to make the world better for his living in it. One must not expect too sustained aspirations of six-year-olds, but it is something to teach them to think beyond the present hour and put new spirit into the work of today.

The primary teacher may expect remarkable freedom from eye-service and sneakiness among the children who come from a well-regulated kindergarten. They have there, and probably for the first time in the lives of many of them, been treated as rational little men and women, quite capable of becoming self-governing, but needing some help for a time from their elders. The idea is always given that any child who is normal wishes to do the right thing. Righteousness is a matter of many decisions, countless small sacrifices, and valiant battles against temptation. Who shall say that a friend’s ball is a smaller temptation at five than a bank’s thousands at forty? The director is there to help him. Nobody can make him really good unless he chooses to be so; but when he does not know what is right, she can help him decide, and when his will is wavering, as all human wills do waver, she can strengthen it by her faith in him. This adds to the friendliness between director and pupil, and places the two in the position of partners in the sometimes difficult, but always blessed work of character-building. Public sentiment is united. The child who does wrong does not become a subject of engrossing interest to his companions—half admired for his daring naughtiness, even while he does penance; but the director says, “We will not pay any attention to Jack until he thinks he can come back to the table and do as he ought.” And Jack is utterly ignored until he has fought down the demon within and returns a radiant conqueror. Then there is general joy—not always expressed in words, but very evident. To be willing to *stay* naughty is disgraceful; but the fact of having yielded to a sudden temptation is made worse, not better, by concealment, for by concealment the little wrong-doer raises a barrier between himself and his fellows, and deprives himself of their sympathetic help in overcoming evil. Genuineness has been emphasized. To *be*, and not just to *seem* good is the aim.

It is needless to say that it requires time for certain children, who in their homes have been well scolded and well whipped, but never inspired, to adjust themselves to the new order of things. It is needless to say that this period of reconstruction is a trying one for the director; yet that is her business, and the constant appeals to individual reason and responsibility are sure to accomplish the desired results. As one five-year-old was heard to say,—“When my teacher says, ‘I wish my little boys and girls would be gooder,’ it makes us so ashamed.” The director is a supplementary conscience to the child, and her slightest sign of displeasure has a reformatory influence. The primary teacher has a right to expect from the kindergarten, children susceptible to gentle influences, trained to self-government, at least consciously trying to acquire self-control, and realizing that, when the teacher enforces rules or demands better behavior, she is working with and not against them.

And this brings us to the question of enforcing obedience. There is a tradition among some kindergartners that the word “must” is never to be spoken to their children. There are also, it is said, primary teachers who find that these same pupils, when promoted, do not know how to obey in the schoolroom. Where is the trouble? Certainly in the kindergarten; and possibly, also, in some cases, there is a primary teacher who has not kept in touch with the grade below.

The kindergarten is valuable principally as a school of ethics. Body and mind are carefully provided for, but no true disciple of Froebel ever forgets that they are only servants of the higher life. There are laws in physical, mental, and spiritual realms. To teach respect for law is one of the most important tasks of the kindergarten. In the home the child was the only one of his age, and there doubtless seemed to him great inequality of rights. His parents seemed autocratic and, unless he saw them bow daily in prayer to the Father of All, he probably never realized

that they owed allegiance anywhere. His older brother was allowed more independence than he; and yet, when he attempted in turn to lord it over the baby, he was requested to "give the ball to baby, dear, because she is the younger." How can a child be made to believe in justice under such circumstances? When he enters a kindergarten, he is for the first time a citizen of a republic where all are equals and where he has exactly the same rights as others, combined with the sweet privilege of waiving these rights in favor of unfortunates. There he can be shown the good effects of law, which we know is "beneficence acting by order;" can be taught how, in addition to the laws which God spoke to Moses, there are many others which wise men have written out for us, after seeing what things God rewards with happiness and what bring His displeasure. These laws are our friends, they protect our rights, and everybody must obey them,—even the men who wrote them out. Everybody has to obey the laws or be punished—everybody, everybody! And the punishment is the only possible protection to the other people. It is to make the wrong-doers think and do better and also to make others safe. To disobey a law is not only uncomfortable and foolish, but absolutely wrong. When a child first grasps the thought of universal responsibility to higher authority, it quite revolutionizes his ideas; and the obedience which had been irksome to him, becomes more a matter of course and a pleasure.

These things the primary teacher has a right to expect: cheerful obedience to those in authority, respect for the opinions and preferences of superiors, and an intelligent recognition of the value of laws and rules. She may expect the kindergarten child to want to do right, first of all, because it is right, not because he loves his teacher, nor because it is expedient to be good.

Professor Swing once said, "There are always great minds so inflammable that one touch of learning ignites them forever, but most of us are green wood and have to be set on fire with a big shovelful of coals." It is the business of the kindergarten to clear away the ashes of bad home training and to furnish the coals. We are to start the fires, and the primary teachers have a right to expect the greenest wood well alight and ready to furnish a cheerful blaze.

MISS JENNIE TIBBITTS, Lansing:

I wish to say, as an introduction to my remarks, that a large proportion of the children educated in the kindergarten who come into the public schools, do take up the work far better, control themselves more easily, and are kinder to one another than those who come directly from the home training,—all things being equal.

"When ye shall behold the face of the Master, then ye shall become like unto him." That principle may be applied in a practical way. When we as primary teachers shall come in touch with the sweet kindergarten spirit; when the board of education and parents as well as teachers, desire and feel the need of a public school kindergarten, we shall become like it, our present system will be modified by its all-powerful influence, and the heretofore feeling of opposition which has existed between the two will be brought into one of unity.

What are needed as a part of our school system, are well organized, well equipped kindergartens where the material becomes a medium through which the three-fold nature of the child is unfolded, instead of injudiciously selected material in the hands of an unskilled teacher, when it is used simply as busy work, instead of a means to an end.

A public school kindergarten would not be hampered, as the primary departments are, with a prescribed course to be covered in a limited time; nothing would be hurried, but the child allowed to grow naturally, the senses trained to observe more closely and correctly, coming, as it would, into a close contact with nature and concrete material, not the abstract. Through this it would give the child an individual power over himself, and in the handling of his material he would gain a control in the use of his hands; he would gain a power of adaptability, which opens the way for the exercise of judgment. We should have children entering the primary department, who have been given an opportunity to work out their own individual ideas and a desire toward moral self direction. The very fibres of their being would pulsate to that which is highest, noblest, and purest; coming in touch with nature herself, they breathe in the very atmosphere of truth. They will also have learned how to learn, and have less to unlearn.

Temptations are akin to idleness and selfishness; in place of these, if the child can have the kindergarten training, we shall have solved a part of the study of children.

Following this training, as a natural growth of the already partially developed creative powers, the primary teacher might look for better results in the one year which would be allowed to her, were the kindergarten to become a part of the public school system. There would be but little discipline, as they already have been taught self control. They would more easily adapt themselves to their new surroundings, as the school room will have become more of a home. If we may measure our expectations by the environments, surely we are justified in claiming a generous measure from the kindergarten trained child.

Living in an atmosphere of harmony, where the laws which are the spirit of love, the unfolding of the individual, the development of the senses, the working for the good of all, a visible expression of their creative powers and the turning of their activity into good account, not suppressing it, as the kindergarten is a sloyd training in miniature,—we may expect from children who have received this training, the elements of a formative education; not those who have simply learned and are then ready to be chained to books, but observers, thinkers. John Bosedow, as early as 1771, gave utterance to the same sentiment, when he said, "It ought to be acknowledged as proper to the idea of education that children should be occupied with good and useful work,—nature, not books alone." We might look for a higher respect for honest labor, were children from the ages of 5 to 7 trained in a public school kindergarten, where each child is busy with hands as well as brain, and where he also receives his first lesson in true citizenship,—that of equal rights to all. In conclusion, I would say in the words of Kate Douglas Wiggin, in her *Children's Rights*,—"The nature of an educational system is determined by the manner in which it began."

SUPT. D. MACKENZIE, Muskegon:

There is very little that I wish to add to what has been said by those preceding me. What I wish to do most of all is to corroborate from the standpoint of the superintendent what has been stated by these kindergartners. I have had the good fortune to be interested in the kindergarten work for five or six years, and the especial good fortune of being connected with a school in which the kindergarten has been an organic part for fifteen years. I hear very few criticisms in regard to what the child has learned in the kindergarten and what the child is capable of doing. Those that I have heard are such criticisms as these,—"The child is too fond of play; the child is too fond of being amused." It seems to me this is a wrong attitude on the part of the primary teacher. To me Froebel's greatest glory is that he is responsible for this so-called "play." Educators always have criticised Froebel because "he has ignored the antithesis between work and play." And yet it seems to me he must have understood this most accurately or he never could have invented the kindergarten. The child before he goes to school has only play as a means of education; and it is this thought that Froebel seized upon and elaborated in his system of gifts and occupations. I do not think it is possible to exaggerate the value of play or the function of play in education. Before the child enters school this is the only mode he has of seeing himself and the world of which he is a part. He impersonates in his games and in his gifts and in his occupations, his ideas and the attainments of humanity; and by the impersonation of these ideas and attainments, he appreciates, he understands, and in this way he grows. There is no mode of revealing one's soul to one's soul as perfectly as play. And so I say this is Froebel's greatest glory, that he has made this transition from play to work.

Now I have not found that the kindergarten child dislikes work. I have found but two or three children who have not enjoyed the kindergarten, who would not prefer to go to kindergarten rather than to stay at home; and it is simply because the child in the kindergarten plays and works at the same time. To his mind I do not think there is any fundamental difference between his work and play. He works and plays for the same purpose,—the comprehension of the world around him. But there is a fundamental difference between the work of the primary school and the work of the kindergarten. In the kindergarten he discovers everything for himself, whereas in the primary school almost everything is presented to him. The tasks which he has to do are set before him; they are not his own invention; they are not his own work. I do not think it an exaggerated statement that he makes more progress during his year in the kindergarten than he does in a year in his school course. There are some good kindergartners who have got the real spirit of Froebel's philosophy, and there are other rather indifferent ones.

I think everyone must be impressed with the self reliance of the kindergarten child. From the way in which he works and plays in the kindergarten he is made to feel his own self reliance, simply because he comprehends the inner meaning of things and works them out for himself. He sees very clearly. Things are presented logically, in sequence. The result is he grows; and when he enters the school course, he is not only conscious of his own power, but it is not a loss of six weeks, as has been stated here, after he begins school, but he begins work at once and he knows how to work.

Just why the child does not enjoy work in after years in his school life as he does in the kindergarten, I am not prepared to say; but I think it is simply in the line of what I have already said,—the work in the kindergarten is of his own expression while in the course it is the expression of some one else. Why do not the kindergartners, knowing this, advocate the introduction of the kindergarten principles throughout the course? Still it must be understood that Froebel's great work was in the kindergarten, was in making that transition from play to work, from infancy to childhood. Primarily they belong to the kindergarten, and it will probably remain for some one in later years to make the transition from childhood to youth that Froebel did from infancy to childhood.

Prof. Julia A. King of Ypsilanti, who was asked to present "History for the Primary Grades," said she had no paper, but just wanted a face-to-face talk about this very important subject. The following is a short abstract of her talk:—She stated that history has three divisions, the *why*, the *how*, and the *what*. The first she would leave for some one else to discuss, the second is the same old story over and over; we begin with the simple and go to the complex. As to the "what," that is the important question today. History may be considered as only a written-out story. History is the conscious progress of the human race through time; it is a story of action. Miss King then showed that the first thing to be cultivated in the child is the "historic sense." You cannot come to the knowledge of history through the stories given to children, but through the historic notions derived from them. Only as you make the environment your own can you come to identify yourself with personality and make all the race your own. The child is born into a group and is being educated in a group, and even in the kindergarten he begins to realize some ideas inherent in the group. Here he gets the idea of reciprocity; and in the first primary, while reciprocity is just as prominent, he gets another inherent idea, that of environment. Farther on he gets the ideas that are inherent in every group,—of virtue, of law, of justice. Make it a part of the child's daily thinking that he is in a group, and then from that foundation ground teach the primitive groups.

Referring to the value of studying *things*, Miss King said one can mark just exactly where the human race was at any time by the study of its tools. In speaking of biography, she said it is not history, because history is the progress of a group. We study a *man* only when he is the type of his age. Napoleon stood for France; Washington for America; and through John Smith we get the thought and life of his period. A myth is a good thing to teach when it shows a social group, when it illustrates the laws of cause and effect. But whatever the mediums employed, it is the idea behind the fact, not the fact itself, that must be sought. Just so long as you teach on the low plane that the fact is the main thing, you are missing a wonderful educative influence.

DISCUSSION.

Opened by Supt. E. C. THOMPSON, Saginaw, W. S.:

Let me say a word before giving this outline. The thought of the child's relation to the world of nature, to society, and to himself has been brought out very clearly in a former discussion; but let me add that in soul life there is no *time* or *space*, only this eternal *now*, and whatever of *past* or *present* makes an impression for some good should be made available in the work of education. The term "environment" should be comprehensive enough, when used in connection with history and other studies, to take in the accumulated resources of all time.

I am sure, teachers of Michigan, we are all very happy to find ourselves in hearty sympathy with the thoughts expressed by Miss King. I am sure we have derived not only great profit, but great pleasure in listening to this discussion of history so far. I am sure we shall carry into our work some of the inspiration, some of the facts and some of the philosophy. That the study of history should have a place in our educational system, no one will doubt. It is the book of the world's deeds; and when its leaves are cut by the hand of a wise and discriminating teacher, much will be found therein to enrich and ennoble life. To hide from our children the pictures of heroic deeds, found in this record, would deprive them of much strengthening food, while the pleasure of pursuing and capturing historical truth has been too keenly experienced by us to permit us to deny our boys and girls like enjoyment. Then, there is a balance in the ebb and flow of great movements, which, when rightly contemplated, serves to give us courage and calm strength to meet the difficulties which we encounter in the ebb and flow of life. If to us, why not to our children?

Certain things, however, should be taken into consideration in shaping even so good a thing as history to the needs of our young people. If one-half of our children leave school with the end of the primary department, three-fifths before the close of the 6th grade, and twenty-four twenty-fifths, or 96 per cent, with the grammar school; if only four out of every hundred enter the high school and only one in a hundred goes to college (as Commissioner Harris tells us in a late report); moreover, if twenty-five hours per week for forty weeks is the school's time per year, while 133 hours per week for forty weeks, plus twelve solid weeks for summer vacation, is the time of the home, church, society, and the street; if we have each year a thousand hours to teach our children, and the world and other things come about them for over 7,000 hours, we see that we need to be active along the line of our primary work. We can understand, if this is true, why it should be necessary to modify our primary and grammar school courses so that only essentials shall be taught,—I mean essentials in the truest and highest sense of the word. Also why these should be so enriched that they shall touch and take deep hold of the life promptly. The burden of the work must be done by us in a little over four years with children from 5 to 11 years of age. The time is short; the need is great. Every grade should be so planned as to lead the child to his best and give him the most possible of that which, for his age and powers, will be of the highest value in leading him to be *good*, and to be good for something; nor in this should we forget that "*the good is the enemy of the best.*"

Many valuable and helpful suggestions have been given by Miss King, who has devoted much time and study to history. I venture, however, in addition a few remarks upon the adaptation of the subject to grade work; and with this in view I present in connection the following "Outline of Studies in History."

I have divided the work of the first grade into two divisions, of Long Ago and the Present, making simply the one division in the center—the time of Christ. Under Long Ago (and this is simply a suggestion, let me say), I would place the biography of Solomon, taught in its relation to the time in which he lived; Nimrod, and interesting facts and stories of the primitive child. Under the Central Period I would place the Babe in the Manger for the Christmas study. The most stupendous fact in all history is the fact of Christ, and the most beautiful history, which illuminates and enlightens all other history, is the life of Christ. Under the Present I would have some American stories,—the story of Columbus and his three ships, story of the Mayflower, stories for Thanksgiving time, stories of Hiawatha and the Indian legends.

With the same divisions in the second year, I would have some stories of the Baby World, the Pyramids of Egypt, Moses, Joseph, Egypt, and the Sphinx. It seems to me that the suggestions made by Miss King could be followed out very nicely here. It would be very easy to run back from the present. In the story of Nimrod, for instance, I can easily see how one could go from the Krupp gun back through the intervening years, telling of the various weapons used in each until you come to the weapons that Nimrod used. Under the Central Period I would put again the Christ-child for the Christmas time, and under the Present, American History Stories, story of the First American Child, the Puritans and Witches, the Boston Tea Party, Indian Life, Story of Washington,—his prayer, his truthfulness, telling the story of the hatchet (for children are always interested in that)—and stories of Lincoln.

In the third grade I would make two more divisions. First, the Myth Age, telling stories of the customs, habits, and life of the primitive child; second, Greek Age—Stories of Greek Life and Stories from Herodotus (Church); third, Roman Age—Stories of Roman Life; fourth, under the Mediaeval Age, Legends of the Rhine; fifth, under the Present, I have added a little book recently published, "Stories of Great Americans for Little Americans."

I would make the same divisions in the fourth and fifth grades and in the grammar grades. In the fourth grade, under the Myth Age, Stories of Kablu, The Aryan Lad, and Darius, the Persian Boy; under the period of Greece, Cleon, the Greek Boy; under the period of Rome, Horatius, the Roman Boy. Under the Mediaeval period, Wulf, the Saxon Boy; Gilbert the Page; Roger, the English Lad. Under the Present, Ezekiel Fuller, the Puritan; Jonathan Dawson, the Yankee; Frank Wilson, the Boy of '85; Edison, the Michigan Boy.

In the fifth grade, under the Myth Age, Stories of The River-Drift Men and the Story of Troy (DeGarmo); Greece, Stories of Alexander and the Building of Athens; Rome, Christ in the Temple, Stories of Cæsar, and the Building of Rome. Mediaeval, Stories of Charlemagne and Stories of Chivalry. Under the Present, Stories of American Life and Adventure, and Stories of Napoleon. You will notice that this grade includes the four great names of history—Alexander, Cæsar, Charlemagne, and Napoleon.

In the sixth grade, under the Myth Age, the story of the Cave Dwellers; under the period of Greece, let the story of Greece be again pictured; under the period of Rome, stories of Rome found in "The Story of the Romans." Under the Mediaeval Age, the Children's Crusade (Gray), Joan of Arc, Gunpowder, and Printing. Under the Present, stories of Reigning Sovereigns and American History Stories.

In the seventh grade, under the Myth Age, Childhood of the World (Clodd); Stories of Cyrus, Darius, and Xerxes; under the Period of Greece, a short history of Greece (make your own selection of that); also under the Period of Rome, a short history of Rome. Under the Mediaeval Period I have suggested a short history of Germany. Under the Present, the Story of Liberty (Coffin), leading up to stories of American History.

In the eighth grade, under the Myth Age, I would put Chaldea (Story of Nations); under Greece, The Battles of Marathon, Syracuse, and Arbela; under Rome, The Battle of Metaurus, The Victory of Armenius, The Battle of Chalons. Under the Mediaeval Age, The Battle of Tours, Hastings, Orleans, Spanish Armada, Blenheim, and Pultoa. Under the Present, the Battles of Saratoga, Valmy, Waterloo, and Appomattox, United States History.

You will notice that I have confined myself strictly to political and biographical history, and have not entered the realm of the history of literature, music, painting, or sculpture—a field well worth consideration as worthy to form a part of our courses of study. You will notice that I have made the work very simple, realizing that there are other subjects to be taught in the grades as well as history. You will notice, also, that each year's work covers in an elementary way the whole field of history. That the range of topic and time extends from Long Ago to the Present. You will notice, too, that within this larger circle of the world's history are smaller circles increasing in ever widening spirals from the first grade to the eighth. So, while the whole subject expands by the filling in process, the history of each period and nation, beginning in its primitive age, becomes more and more complete as its circle enlarges, until it unifies itself with the whole. By this plan the picture of the world's history, at first vague and indistinct, becomes, when retouched and illuminated by the artist teacher, clearer and clearer as the days go by; and no matter when the child leaves school, some historical information and inspiration will have been gained. I believe it is possible to begin history with the child by telling a few

stories, for instance of the Illad or Odyssey, stories that shall be complete in themselves, stories that the child will now understand perfectly perhaps, even from a literary standpoint. In the next grade we may add one or two other stories; in the third grade one or two more; in the fourth grade a vague, undefined picture of the whole field; in the fifth grade we may make this a little clearer, also in the sixth and seventh; and then in the eighth grade he will see it in all its beauty, and all its relations and he will understand what we have been trying to do for him from the first grade up. He will learn to throw human life out upon the world of events, and draw this world into the stream of his own thought. He will see himself reflected in the mirror of the nations. He will reflect, when the time comes, and be benefited thereby. Age will call to age, and the echo of onward moving principles will be heard along the line.

I need only to add that this work should go hand in hand with geography and literature. Thus historical events are given a local habitation and clothed in garments of imagery and beauty.

MISS MARTHA SHERWOOD, Saginaw:

I would like to ask Miss King one question. I am quite positive that the majority of the primary teachers feel as I feel, that it is time for us to go home and work for ourselves; that what we need most of all is knowledge ourselves,—systematic, classified knowledge on which to work; and, that the time is past for careless, haphazard following of some idea that some one has expressed in some meeting, going home to use a little scrap of that and a little that we have learned from some other meeting, perhaps. It is time now for us to gather all these into shape. We need to have our knowledge of the child classified and systematized ready for work. Some of the points made in Miss King's paper were a little indistinct to me; I doubt not because I had not thought along that line. The thing that troubles me most, Miss King, is what you mean by "historical notions." Is it not what we mean in teaching geography by "geographical notions?" And the notion of cause and effect? I could not see just how we are to give the child the notion of cause and effect. When you say we should have a notion of group life, is it not a sort of historical concept, from the family life out into the world, teaching the same as we do our geographical notions?

MISS KING:

I am very glad indeed to answer that question. That is just exactly what I mean. You cannot successfully teach history by teaching a little story of this and a little story of something else. You must go before the child and put into the child's mind an historical conception,—the notion of cause and effect. Take, for instance, the family—the child's family. You are teaching nature study, too, at the same time. Perhaps you are talking about sheep, perhaps you are talking about something else. In connection with that—whatever natural object you have before you—you let the child understand how the use of this thing,—the use of wool for clothing, for instance, has affected his life in the family. You understand how you can show the child from that how it has distributed human life all over the face of the earth. Man is independent; he can go where it is cold, when he could not have gone there before. Then about cotton,—the invention of the cotton-gin. You can show how this great invention has affected human life, has given larger experience to mankind, has distributed people over the face of the earth, has made pleasure for some and possibly hardship for others. All of these things work together and go much together and show how one thing as a cause has led on to another thing that has resulted from it. So I come very naturally to the notion of cause and effect. I think in tracing the development of these things I shall very naturally reach the idea. Of course I understand that this is child study. You refer to space, and shortly you will have to refer to time; and the child must get his idea of chronology before he can get his idea of history. History is not a few facts about history. It is the story of action, of society. It is the conscious progress of the whole of the human race. I do not mean simply an aggregate of individuals. "Go home and study." How I love to hear you say that! I have been studying this thing for fifteen years, and I am only just ready to stand up and talk to you teachers about how you ought to teach history. You must know; you must find out. You cannot take my word for it. I should only reiterate, again and again, that history is the conscious progress of the whole that we call humanity. Study Longstreet; study Ben Brush; study Von Humboldt; study Hegel. Look out for Hegel! You won't believe them all anywhere

near. I hope you won't! I am talking about history in the first three grades, perhaps the fourth, too. When we get beyond the third or fourth grade, I am going to work; I am ready to begin. I am going to study the on-sweep of the great whole that we call society.

MISS SHERWOOD:

Although you would not advise promiscuous story telling, yet these historical notions are to be given by stories?

MISS KING:

Oh, yes, keep your historical stories; but you must select these stories, such as will tell what you want them to tell. History to me is just like this: A great Brahmin had a son who was a "heady" young man. He called the young man to him one day as he sat under the shade of the great banyan tree. He picked up a seed of the tree and handed it to his son and he said, "What seest thou, my son?" And the son said, "Nothing." The father said, "Open the seed. What seest thou?" And the son answered, "Nothing." The father said, "Where thou seest nothing, there lieth a mighty banyan tree." Where you see nothing today perhaps there lies a mighty banyan tree. These stories mean wonderful things if you only use them rightly. I want them to bring out this historical notion that Mary Sheldon Barnes calls the "historic sense."

MR. CALDWELL:

It seems to me that the ideas of cause and effect and time as taught in history, are rather a development of those ideas; that the child before he ever comes to any formal work in history has ideas of cause and effect, and that those ideas are not perhaps historical ideas; that all through the course these ideas are being developed and made more philosophical, and yet there are other ideas that must be manifest as well as those. It seems to me that the great object of history is to give the child a knowledge of history. Literature is to give the child a knowledge of literature. A good knowledge of mythology would aid the child in his appreciation of literature. It seems to me that in teaching history—the fundamental ideas of history—the best kind of material to use is the material that will be of most benefit to the child later. There should be manifest also the acquisition of facts for the child. I should like to ask Miss King if she would not consider it important in the selection of stories to take those which would be of the most benefit to the child in his after study of history.

MISS KING:

Is not that just what we are doing in our study of constitutional history, Mr. Caldwell? (Mr. Caldwell is in my class in constitutional history.) We are doing that. We never allow ourselves to get away from that in the study of history. Will I take the stories that will do him some good? Yes. I do not believe that I quite know what a historical fact is, myself. It has come out of so long ago. How do you know how a man acted forty centuries ago? The action which is the thing you must investigate—the action which lies at the bottom of it. I do not know whether I have got hold of the tail end of an idea or not. I know it is a very inscrutable world. Yes, I shall select the facts that are going to be of most service to the child, but you will never find yourself in the same place that those old people were in. You will gather your ideas out of history. You will gather a knowledge of human life that will reinforce your own. Do not for a moment suppose there is anything in history that is practical. The Greeks were Greeks once; they never will be again. Troy was Troy once; she never will be again. The nearest we come to it today is the small boy; and he is not there, he only imagines himself there. Yes, get the best facts you can. Get the facts that will furnish just the best scholastic basis you can. But my aim in the first four years is education, not facts. I am talking only about the first four years. I quit with the fourth.

MR. CALDWELL:

I did not mean to emphasize the bringing out of the facts which would be of use to the child in his life; but simply that it would be of use to him in literary work, because it is so frequently referred to. It seems to me there is another reason also for teaching mythological research, in that the child will be more interested. He can appreciate mythological stories; they are like fairy stories. It seems to me he

can be led to take an interest in mythological stories more than in the real facts of history. I believe that it would be hard for the child in the first three years, at least, to get more than a very vague idea of Greece from the work that he would get. But I know of an instance in the fourth grade where children have gotten a good idea of the life of the Greeks simply from these stories of mythology. They have gotten an idea of the life of that people which we would hardly expect from older students, and mythology was what did it. It seems to me that the history of Greece is so interwoven with mythology that the teaching of these myths would be of great help to the child in his after study of literature.

Miss KING:

I want to say just one word. Put that all over onto literature. Let literature have that, and I will be perfectly satisfied.

At the conclusion of this discussion, the following officers were elected by acclamation: President, Miss Jennie Tibbitts of Lansing; secretary, Miss Martha Sherwood of Saginaw (re-elected).

Meeting adjourned.

COMMISSIONER'S SECTION.

PROGRAM.

TUESDAY P. M.

President's Address, Commr. W. H. Maybee, Jackson.

Round Table Conference—"Transferring of Certificates, Third and Second Grades,"
Commr. W. H. French, Hillsdale.

Reading Circle Board of Directors, Commr. C. E. Palmerlee, Lapeer.

Needed Legislation, Commr. W. W. Wedemeyer, Ann Arbor.

Paper, "Influence of the Course of Study on District Schools," Examiner
R. B. Pickett, Jackson.

Discussion, Commr. M. W. Wimer, Branch County.

Discussion, Commr. R. M. Winston, Clinton County.

Paper, "Classifying and Grading Country Schools," Commr. T. J. Reavey,
Tuscola County.

Discussion, Commr. C. E. Cone, Cass County.

Discussion, Commr. Flora M. Marvin, Crawford County.

Paper, "Examinations in the District Schools," Commr. E. P. Clark, Berrien County.

Discussion, Commr. Flora Beadle, Barry County.

Discussion, Commr. John Evert, St. Joseph County.

Paper, "Commissioner's Work—Out of School and In," Commr. F. C. Stillson,
Newaygo County.

Discussion, Commr. Melinda L. Mills, Midland County.

Discussion, Commr. T. Dale Cooke, Wayne County.

Miscellaneous Business.

This section opened with a full attendance, commissioners being present from the following counties: Allegan, Barry, Benzie, Berrien,

Branch, Calhoun, Cass, Clare, Clinton, Eaton, Genesee, Gogebic, Hillsdale, Huron, Ingham, Ionia, Isabella, Jackson, Kalamazoo, Kent, Lapeer, Lenawee, Macomb, Midland, Montcalm, Nwaygo, Oakland, Oceana, Ogemaw, Osceola, Otsego, Ottawa, Sanilac, Tuscola, Van Buren, Washtenaw, Wayne. A goodly sprinkling of county examiners was also found among those most interested in this session.

PRESIDENT'S ADDRESS.

W. H. MAYBEE, JACKSON CO.

My Fellow Commissioners and Examiners: In what I shall say to you upon this occasion I shall not "speak in numbers," for the numbers did not come; yet I suppose it becomes my duty to address this body of commissioners and examiners, as has been the practice of my worthy predecessors, upon something that is "near and dear" to the pedagogical turfmen here gathered.

Just upon what phase of the work in which we are engaged I should attempt to address you is indeed a perplexing question; for I find that in the archives of this association there is valuable testimony to the effect that "there is nothing really new under the sun," and that reforms in education, fads and foibles, legislation, correlation, concentration, child study, Herbartianism, Hegeleanism, teachers, courses of study, township unit systems, school libraries, conservatism, mossbackism, expedients, devices, and what-not serve as bric-a-brac in which the aggregate opinions boiled down, or at least somewhat reduced, of Michigan educators of the past and present have been served up to the pilgrims who annually gather here in this temple of legislation. Truly, indeed, I have wondered what I must do to be saved from plagiarism, since nearly all other isms have had the torches of the intelligencies of the past and present to shine upon them before these assemblies. In vain have I sought for the thing that threatens the awful, the sudden, and the terrible downfall of this American people. In vain have I read the book of Malachi to determine what is best to be done. In vain have I opened my mouth for utterance of my unspeakable thoughts on what has not been done. How then shall "I possess your grace" of what I purpose? It is meet indeed that we should gather at this shrine in anniversary and commemoration of the woes, at least, that befall us in our educational march toward something or somewhere; for in solemn conclave we surely can find balm in telling each other's woes, each other's difficulties, each other's conquests, each other's joys; and this indeed, my friends, is partly the business of this gathering.

Yet I apprehend you will not forgive me, if I do not become more serious and speak of some of the things needful for our discussion and consideration in our working out the salvation and the improvement of the common schools. Restless and weary as we often are of the seemingly never changing conditions of these schools, I believe this annual milestone finds them, at least in most respects, awakened and improved beyond former years. I remember, too, that in the presence of this body

our esteemed associate from Genesee delivered an address one year ago in which he contrasted the conditions of our schools, the aims, purposes, reports and ideals of the school men of twenty-five years ago with those of the present day. Striking as was the similarity in all these particulars, our optimist friend found consolation and hope in that our cause is "more strongly entrenched," and the work of education surrounded by a better atmosphere which contains more abundantly the spirit of progress and the advantages of past experiences."

If we recall that scarcely more than a half century has elapsed since the public school emerged from a condition of doubtful existence to that of its present condition, we surely may find hope and consolation, from whatever point of view we study the progress of educational principles. Never was there an age of greater interest in educational matters than that of the present. Reforms are about us on every hand seeking recognition. Public opinion in various quarters is as thoroughly alive to the needs and demands of education as ever before, and public taxes for the support of the public school, in the aggregate, have increased in a far greater ratio than has the wealth of the country, while private schools, sectarian institutions, and homes for the improvement of the unfortunate classes of our land have been provided for with greater munificence than has been known by any former age or people. Surely but a mere glance at the history of education in this country warrants us in saying that the most sanguine expectations of the founders of our educational system have in a large measure been fulfilled. In a large measure, indeed, may we not conclude that the industrial progress and the inventive age of which we boast, is largely the product of a more general and effectual education in consequence of the public school? Measured by these results, our schools have indeed proven their right to public confidence, patronage, and support. They are indeed the bulwarks of a free people in whose hands the sovereignty of our national existence is placed.

But while much more might be said to the credit of the American common school, it does not become us as progressive educators to rest contented in the belief that there is not much more which the common school must accomplish, even with a less ratio of expense. As an instrumentality for the preservation of American institutions and our own form of government, the school and its system must so adapt itself to the exigencies of the American people as to give us citizens who are capable of solving the complex problems involving the welfare of the State and society. As our population increases, the complexity of self government also increases, and especially as this population is so largely made up of an heterogeneous mass of foreign people. If, therefore, the business of the common school is to train for American citizenship, it becomes needful that we who have them in charge should so administer the system as to insure the respect of those whose taxes support them as well as of those who teach within them. I believe, therefore, that it would be wise for this body of examining boards to agree upon such rules and regulations in regard to our customs and practices as will insure a more general and uniform understanding upon the part of teachers and applicants at examination and elsewhere. So long, for instance, as one board in a certain county will transfer a second or third grade certificate from another county to its own, while certain

other boards believe that such a proceeding is illegal, there necessarily arises in the minds of teachers who seek such favors, or opportunities, the belief that the administration of the system depends upon the caprice or whims of the respective boards. I believe that such a proceeding should be understood as illegal or else legal. The same may be said of credit given for reading circle work. The schedule or order of topics as given at examinations should be uniform throughout the State, so as to prevent the possibility of lists of questions being sent from one county to another in time for applicants in that county to determine the character of the questions and the making of preparation upon them. These are some of the things, at least, that I believe should be agreed upon to the advantage not only of the teachers themselves, but also as essential to uniformity, correct understanding, and the integrity of examinations.

As to the duties that lie before us, my fellow commissioners, surely there are none more important than the consideration of some of the things to which your attention has been called in years gone by at these gatherings. The most able address of ex-Commissioner Andrus of Barry county before this body two years ago, contained some of the most valuable hints, in my judgment, that have ever been presented to this body. Were they not already familiar to you, I should feel like quoting from him very largely. The burden of his theme was "the need of better facilities for the professional training of teachers for our common schools." This was *his* text. Shall it not be our text as well, until at least our hopes and our efforts in these respects become more generally realized? Have we who have the shaping of public sentiment, to a large degree, in our respective counties, pressed these needs home to our constituencies? Are we conscious of a demand from the public for a better teaching force? "Good teachers," said Dr. Philbrick, "and what next? There is no next." This aphorism, like so many others, is so true; and yet how impracticable it is to so many of our rural schools. Public sentiment in too many localities still sleeps in a seemingly everlasting sleep of indifference to the real factor involved in a good school. That this is true is emphasized in the recent census report issued by Secretary of State Gardner in regard to the illiteracy of our own State population. That report shows that of the native born illiterates in the State as a whole, twenty-one out of 1,000 persons above ten years of age are unable to read or write, while in the cities there are but fourteen to the 1,000. On this basis, the showing against the State as compared with the cities is just 50 per cent. But if we set the cities against the remainder of the State, or the rural districts, the ratio is fourteen city to twenty-four country illiterates to 1,000, or more than 70 per cent against the country. If, therefore, the country level of intelligence, as measured by the reading and writing test, could be brought up to the city level, the number of native-born citizens ten years old or more, unable to read or write, would be reduced about 8,000 in number. This comparison is certainly not in accordance with prevailing public opinion and yet, if that report be true, such is the case. May we not therefore attribute this to the inferiority of the country schools? It is true the country schools are not so accessible to pupils as are the city schools, nor are they in session so many months in the year, and in several respects they are not so good as a class. For example, the attendance is

not so regular. Truant laws, if they apply at all, are not enforced. Accordingly, one of the first requisites to improving them is the introduction of a policy of reasonable consolidation, thereby reducing the number of schools, the number of teachers, and the expense, and at the same time increasing the size of the schools and so making it possible to improve their quality.

Again, my fellow educators, how shall we bring about a more permanent teaching force for the rural school? Have we not been painfully impressed at observing the almost universal tendency to entering the teachers' ranks merely for "pin money" or as a temporary makeshift? Why is this and what is the remedy? Is it possible that the occupation of teaching, if indeed it may be so called, is less stable in this respect than any other occupation? How shall this be brought home to the minds of legislators in such a way as to dignify the business of teaching to that of the *profession* of teaching by enacting salutary laws? Why is it that the judicial system of our land is protected against the storms of indignant public opinion, and thus made stable and far more permanent and beneficial, while the school system, of equal importance, seems to be as changeable as popular whims and fancy can make it? Is the theory of local self government capable of working out speedily and successfully the object of the public school? Are not our rural schools ornamented too largely by weather vanes in-doors? Are not our teachers too largely the puppets of local prejudices which drive them to all sorts of questionable expedients in the management of the schools? I submit that the artist's work is one requiring time, patience, and effort, and that those habits and practices, either good or bad, which we all possess and for which we are indebted to the schools we attended, are the products of a slow growth. Good things, great things, great ideas, come slowly and travel noiselessly for a time, as the gods whose feet were shod with wool. The one great thing that should be acquired in school, is habit; habit of right thinking, habit of doing, habit of industry, of taste, of acting wisely and well. Childish things should gradually be put away and the habiliments of noble, well-developed manhood and womanhood should be gradually taken on in their place. Since it is true that the school is as the teacher, is it true that the school is as the teachers? I pluralize *teacher* in the latter inquiry, since the average school has so many different teachers within comparatively short periods of time; hence the inquiry, how is it possible for the school to acquire habits of constancy and of value under the leadership of so many different teachers? Since the teacher, if rightly so-called, is the greatest textbook of any school room, is not the life of the children who attend these schools a rather scrappy life? I once read of an Irishman who alternately fed his hogs for table use exceedingly well one day and starved them the next. Upon being asked why he did not feed them regularly every day he replied, "I want a strake of lane and a strake of fat in me pork." Just so with the education of our rural children. Under the operation of our present school system, surely the mental pabulum derived from the teacher's personality and leadership operates to give the education of the child a "strake of lane and a strake of fat." No fixed habits of study, order, and discipline are afforded them. Too frequently do we find that in districts where it has been customary to employ teachers merely to conform to law, and to have school merely to

draw public money, that the good teacher, if employed for a term in such a district, is made the butt of the severest criticism and abuse, when she takes decisive steps toward improving the conditions of that school. No sooner does she succeed in beginning to turn the tide of public sentiment in her own favor than the term draws to a close and the board, fearing unfriendliness from its neighbors, thinks a "change of teachers would be just as well." Thus the irregular feeding process goes on and the people, like the Irishman, are content with the product. How shall we teach this Irishman a lesson of greater economy, my comrades? Have you and I a duty to perform in this? What are we going to do about it? Have we become so accustomed to the fear of the beheading process as to cease to arouse public sentiment and to force the necessity for improvement along these lines? Surely no political campaign passes in this country without the universal demonstration that the safety and the salvation of the republic lies in the success of the common school.

I have thought that the attention of educators who are entitled to that appellation has, in modern educational discussions, been too largely engrossed with the subjects of higher education to the neglect of the primary schools. They seem to think that in some way the blessings of higher education are going to drip down upon the secondary and the primary schools, and the rural school has been one of the last to receive attention. Thanks to the executive committee of this association, this class of the primary schools is to receive a large share of attention at this gathering. Thanks to the National Association we are to have a "Report of the Committee of Fourteen," on rural school work. I believe that the surest way to stimulate the work and enlarge the attendance at our universities and colleges, and thus afford a wider diffusion of what is called higher education, is to give greater attention to the feed mills to those institutions. Give us the ideal schools in our country districts, and our universities, our colleges, and our normals will need increased capacity to contain the students that will flock to their halls; our high schools and secondary schools in general will be filled to their utmost capacity; and the business of the American people will be as largely devoted to acquiring the graces of refinement, culture, true character, and charm, from right education (as much or more) as in seeking the almighty dollar. This indeed is one of the immediate objects that our schools should secure. We may look about us and, as Americans, take pride and feel a lofty impulse of God-speed to the magnificent educational institutions that have been provided for higher education by the State, by sectarianism, by private corporations, and by philanthropy and endowment. May we not with propriety ask why our philanthropists who are so munificent in their gifts to those institutions for the education of young men and women, have not in some way discovered that an endowment to the primary schools of a state or county would be as powerful for good as to some higher schools?

Endow Chicago University with a million dollars and two thousand students, who should have already acquired some of the art of "getting on in the world," are enabled, with so much less of self-effort, to get a higher education. Endow Jackson county primary schools with \$500,000, besides its present means of revenue, and 10,000 girls and boys would rise up and consign that philanthropist to immortality and a pair of white wings. I am of the opinion that a committee of educators should be

appointed to devise means whereby endowments may be solicited and used in primary schools, to the end that the children in the best period of their lives may receive the best of instruction and conveniences therefor.

But I fear I hold you too long. These are but old things given anew as I think them. May we not consider them anew, my friends, at this gathering? And whatever of benefit we shall be able to gain from united action, let us act in such a way that one year hence we may feel that these meetings are not held in vain, but to the glory and interest of the rural school in particular.

Commr. W. H. French of Hillsdale county, in charge of the Round Table Conference, introduced the subject "Transferring of Second and Third Grade Certificates." Mr. French strongly opposed the transferring of such certificates, on the grounds that it would rob the endorsed first grade of its force and to be unfair to the teachers of the respective counties.

A general discussion followed, participated in by Commrs. Snowdon, Spencer, Wagner, Demoray, Keeler, Smith, Stillson, and Supt. Hammond, some favoring and some opposing the transferring of certificates, the outcome of which was the same as that of former conferences; viz., that the commissioner had no legal right to endorse certificates granted in another county.

The main topic on the program was Reading Circle Board of Directors."

COMMR. C. E. PALMERLEE, Lapeer Co.:

I have prepared no paper for this afternoon, hardly knowing just what was intended by this topic. It occurred to me in the first place that probably a review of the reading circle work was desired, but I find that was hardly the point wanted. The Reading Circle exists. Every commissioner and examiner and teacher knows that there is a State Reading Circle under the organization of the Teachers' Association, of which the county commissioners are the managers. It was organized some years ago. At the first meeting of the Commissioner's Association, under the present law, the matter was discussed informally as to the plan of work, what had been done by the directors, and a resolution passed indorsing the work of directors. The matter dropped there. Perhaps things were left undone that were intended to be done. At any rate, the same board exists today that was appointed in the first place. The Supreme Court never sat upon the board, the State Association itself never has been inclined to sit upon the board, and we have been inclined to act.

I only know that the whole matter is in your hands and should be disposed of with some consideration for the Reading Circle itself, and that is all. The most I can now do is to answer any questions which you may feel disposed to ask. The matter has been arranged, so far, the best that we could arrange it; the work has been submitted to the teachers and pretty generally endorsed. Some counties have not done much with it, because they are doing in other lines; but many counties are doing earnest, active, and profitable work.

Question—Who are the members of this board?

Answer—Commissioners Smith and Randall, Mr. Haskins, and myself.

Ques.—Suppose a vacancy should occur in the board, how would it be filled?

Ans.—There is no law about the matter. When Mr. Culver was a member of the board he went off in July, and when we met next time we saw fit to appoint Mr. Randall. At the meeting of the Association next year the Reading Circle work was discussed, but no action was taken.

COMMR. COOKE, Wayne Co.:

I would like to ask if the members of this board were elected for life, or during good behavior?

Ans.—I do not know.

COMMR. COOKE:

I think perhaps I may properly make a suggestion here. I think there should be a board appointed and an arrangement made whereby a certain part of the board is elected one year and a part the next.

Ques.—How are the expenses of this board met?

Ans.—By the publishers of the books. The old secretaries may remember that there were two or three efforts made to establish a Reading Circle with a membership fee, but this fee did not meet the expenses. After some correspondence with other states we decided that so long as there were so many publishers who were desirous of getting their books in, the expenses of the Reading Circle should be met by those publishers whose books were adopted. We consider there is nothing illegal or improper about this.

COMMR. COOKE:

I believe this board has done its duty well, and that perhaps they should be extended a vote of thanks; but it does not seem exactly business-like that this board should continue to act year after year. I would move that we proceed to the election of a board of directors, three of whom shall be elected for two years and two for one year.

COMMR. FRENCH:

In view of the fact that this board has done work that has been satisfactory, and that, in order to go at this matter in a business-like way we should have a constitution and by-laws, I offer, as a substitute to the motion, that we reappoint the present board for the ensuing year, in the meantime the chair appointing a committee to draft a constitution and by-laws of the State Teachers' Reading Circle, to be reported and acted upon at the next meeting of the State Teachers' Association.

It was moved and supported that the question be laid on the table, and the subject of "Needed Legislation" was taken up.

COMMR. W. W. WEDEMEYER, Kent Co.:

I have very little to say here upon the subject of needed legislation. I have taken the pains, however, to talk with a number of the commissioners, I have taken the pains also to write to some in regard to the matter; and I state to you here that the sentiment that I found prevalent among the commissioners, with scarcely an exception, was that we should continue along the lines already laid down and that we should not attempt much new legislation. It seems to me that there are many

reasons for this. One is that two years ago many steps were taken in the way of new legislation, and I believe they were wise ones. I believe it would be of very little benefit to any of us, or to the schools of the State, before we have tried our new plan, before we have put the new laws into operation, to begin making new amendments and changes.

When the matter of institute moneys and their control first came up, I was inclined to the opinion that perhaps a change might be made in that regard. Undoubtedly some who are here today will mention that matter,—in fact it is about the only matter of importance that has been mentioned to me by the commissioners. There are some who have this opinion in mind,—that the money that is now devoted to the institutes in the various counties should be left to the control of the various commissioners, instead of being under the control of the State Department. I simply give you my opinion in regard to this matter, and you may take it for what it is worth. I think that the Superintendent of Public Instruction, whoever he may be, will be compelled—no matter what his individual opinion might be—to appoint the best men in the State for institute work. I must say that I have had very little trouble in this respect, and I think this is true of most commissioners. There has been very little trouble in regard to this matter. We have been consulted concerning the appointment of institute workers in our county, there has been no friction, and the results have been satisfactory. I want to bring this matter before the Association, however, because there are some who differ with me. Some of the commissioners who have different opinions will undoubtedly express them. The question is, whether we shall leave the institute law as it is, having the State Department control it,—consulting with commissioners, of course,—or whether the institute fund should be placed in the hands of commissioners.

In talking with the State Superintendent I see that it is his opinion that perhaps some little change should be made in the truant law. There are some little points concerning it which should be changed, but I am sure the department will be much more able to give the legislature information than I am.

At this point Mr. Wedemeyer touched upon the much discussed question, transferral of certificates, giving some of his own experiences in regard thereto, after which he concluded his paper with the following remarks:

As I go about the schools of my home county, I can see the advancement that has been made, not under my jurisdiction, but the advancement that has been made since the country schools have been graded and placed upon a different plan. I sometimes wish I myself could have the chance to go through the district schools again. I think the change has been tremendous, something that pleases every one of us. We have now come to the point in the country schools where we must have the right kind of support, where we must have the right kind of interest, or instead of advancing we shall go back. I am very glad that the out-going superintendent has shown a special interest in the country schools, and I am very sure that the incoming superintendent will do the same. I am sure that his experience as commissioner and as teacher and as scholar in the country schools has made him acquainted with work in this line; and you will excuse me if I say that certainly his most important work will be to take care of the rural schools. I sometimes think that nine-tenths

of the children in the country will never receive any other education than that received in the district school. The point, then, that I want to make is that, whatever our legislation may be, it shall all look to the betterment of the country schools. There may be some prejudice, some opposition; but I am sure that the present superintendent and the present corps of commissioners will see to it that, at the coming meeting of the legislature when questions come up concerning the rural schools, we shall do the very best we can with the members of the legislature from our respective localities, to further the interests of our schools.

I do want to say in closing just this: It seems to me that with all our advanced schools we hardly prepare teachers for the district schools. As soon as they finish the Normal or the University, they enter into village or city school work. I would be very happy indeed to see a course laid out for the district school teachers; and I am sure you will pardon me if I say that, in the new normal school at Mt. Pleasant, there is a plan now on foot to lay out a course of study intended primarily for teachers of the district schools; and since Prof. McKinney, who is the head of that institution, is here, I am sure that he will be glad to tell you about the plan, if you desire to have him do so.

Mr. Wedemeyer's remarks on the transferral of certificates gave a second impulse to the ball of discussion that had bounded about so wildly during the consideration of the first topic, and it was again set to rolling to the almost utter exclusion of the subject under immediate consideration, though occasionally some one would make an ineffectual attempt to bring the discussion back to "Needed Legislation."

In response to a call for an explanation of the course of study for district schools now in operation at Mt. Pleasant, the following remarks were made:

PRIN. CHAS. MCKENNY, Mt. Pleasant:

I am happy to stand here and speak concerning the plan which was briefly suggested by Mr. Wedemeyer. We were all very much interested in the papers and discussions this morning. Very many suggestions were thrown out for the betterment of our rural schools, but the principal need seems to be the need of better teachers. I believe that whatever appliances are put into the schools will be useless, unless we have live teachers to use them. If you and I had the choice of a well furnished school house and poor teachers, or a poorly furnished school house and good teachers, we would choose the latter.

The last report of the Superintendent of Public Instruction shows that a little less than 14 per cent of the more than sixteen thousand applicants for certificates reported in 1895 by commissioners, received normal school instruction,—and this may have been, six months, three months, or ten weeks. The same report shows that out of the 11,914 legally qualified teachers reported by commissioners, only 448 are graduates of the State Normal School. It is evident, then, that there is a sad need of professional training. It is evident that the territory of Michigan is too large to be covered by one normal school. The preparation required to win a certificate from our State Normal School is too extensive to warrant a teacher to take that course, as he is looking forward to district school teaching. A teacher who is looking forward to work in district schools

at from twenty to thirty dollars per month, cannot afford to be to the expense of securing a normal school diploma.

The question, then, which confronts us, is this: Is there a possibility of putting into our normal schools or into the Central Michigan Normal School, a course which shall attract the young men and women who expect to teach for some time in the district schools?

You will recall that the bill which established the Central Michigan Normal School, stated that it should be "a normal school for the preparation and training of persons for teaching in the rural district schools." The very purpose for which it was brought into being was to train teachers for the district schools. For one I am fully in sympathy with that aim. I think I have some little knowledge of what the district schools are. I am in sympathy with your efforts to build up in Michigan a better condition of district schools, and the plan which I have in mind is this:—To offer at the Central Normal a course which students who are able to obtain a third grade certificate can finish in one year. This year's work is to be devoted to thorough preparation in the common branches and to methods of instruction. Those who complete the course shall receive a certificate valid for three years throughout the State, but qualifying the holders to teach in the rural schools only. I am sanguine that such a course will attract many to the Normal School, and be one step toward the solution of the district school problem.

Some more remarks upon the certificate question (added to the great expenditure of time already made upon a question of doing something which is entirely beyond the commissioner's authority) at length led to the following resolution by Commr. O'Leary of Van Buren county:

Resolved, That we, the people here assembled, are fully prepared to listen to the next paper on the program.

However, one zealous commissioner hereupon bethought himself of the bad sanitary condition in which many of the country school houses are found, and interpolated an energetic plea for some action in this direction; but though some legislation along this line is surely needed, for lack of time no attention could be given it, nor to the defects of the truancy law, which some one had mentioned, and the next paper was announced.

THE INFLUENCE OF THE GRADED COURSE OF STUDY ON THE DISTRICT SCHOOLS.

R. B. PICKETT, SCHOOL EXAMINER, JACKSON COUNTY.

Nothing has occurred in the educational history of our State that has had as salutary an influence as the publication of the pamphlet known as the State Manual and Course of Study. Judged by the standard of what the educational thought of today is able to produce, it is hardly worthy of remark; yet it is so conspicuous, owing to the absence of anything else of the kind, that what has been accomplished through its influence seems almost like a revolution. It is the first attempt to unify the aim and scope of the district schools. Previous to this there was no common standard or guide, except such as custom provided.

Of course there have been degrees of faithfulness with which its plan has been carried out. In some counties the commissioners have drubbed the teachers until the schools are as well graded as they can be maintained under their present organization. Some teachers have been better able to comprehend what was intended than others. In most districts the people understood the purpose and gave a tacit acquiescence. Occasionally the district fathers would plant their feet upon it and attempt to grind it into the dust. But in spite of opposition or torpid indifference, it has become permanently established; and it is imperative, if we would hold the ground already gained, that it must be followed by something better. There is no other crevice in the shell of prejudice and indifference which surrounds the district school into which the wedge of organization can be so effectively driven as into that opened by the idea of grading the work. Wherever the idea originated, it is spreading rapidly. Many other states have issued pamphlets similar in character. Through the kindness of Supt. Hammond I have had the opportunity of examining those of Illinois, Indiana, Iowa, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Vermont, Washington, and Wisconsin; and yet none of these show that they have advanced beyond the experimental stage. Frequent apologies are made for the lack of time or means to give the work the preparation it should deserve. The greatest hindrance to advancement along educational lines, is the lack of a disposition to study out thoroughly all the details of the problems presented. Should Michigan see fit to undertake the preparation of such a manual as is needed, it would be but a short time before other states would follow with manuals as near like ours as ours is like that of Illinois.

The ice is so well broken that some liberal steps could well be taken in advance. First, the work should be made as attractive as possible. Expense and hard work should not be taken into account. If the State cannot afford the means, levy an assessment on the schools. The binding should be made as handsome as though it were to be placed on the parlor tables. Some fine cuts of photographs of our prominent educators and views of our State educational institutions should be scattered through it. Plenty of illustrations should be used, especially in lower grade work.

The general plan of arrangement should be kept as near that at present as possible; but the subject matter had better be entirely rewrit-

ten. It should be assumed that every child who enters school at five will complete the course at the University. We know that not one of five hundred will; but every step of the course from the kindergarten to the baccalaureate sermon should be carefully mapped out and placed in the form of a diagram in the front of the book.

The first twelve years, instead of the first eight, should be amplified and constitute the body of the work. This seems imperative, as pupils on leaving a district school and entering a high school, or *vice versa*, could be able to find their location in the course of study without any trouble whatever. A stopping place can be arranged at the end of the eighth grade for those wishing to receive diplomas for admission to the village or city high schools. It would be a grand good thing for the cause of education, if the eighth grade diploma were uniformly recognized by high schools throughout the State.

In certain localities there is no high school within convenient distance. It is essential for the good of the commonwealth that every child should receive as much education as his capacity and opportunity will permit. If the work is outlined for a twelve years' course, plenty of young people will be found even in district schools who can complete it, in spite of the difficulties to be contended with. This would also tend to correct the impression which some boards have formed that it was not intended for district schools to teach studies beyond the eighth year.

Granted that the object of the schools is the best education possible for the benefit of the individuals and the good they may confer on the community, then should every child be given the best opportunity for the development of those powers and faculties which make up the moral intellectual, and physical being. It is a mistake to think that the early training of the farmer's child in the district school should be any different from that of the merchant's in the city. One is as susceptible to rational methods as the other. This principle has been reiterated again and again. But, in spite of all, it is evident that every manual published has been abridged, presumably to keep within the reach of the district schools. In determining what methods and materials to recommend and in the arrangement of the studies, all distinction as to the kinds of schools should be disregarded. If the steps in the ladder are only properly adjusted, young America can be trusted to do the climbing. The aim should be to be governed only by psychic and physical laws. Whatever has been demonstrated to have the highest educational value should be used. The work in some schools is exceedingly crude, and many of those who have charge of the schools have not had the opportunity for education, training, and culture, that could be wished; but the capacity for development of teachers and pupils in the district schools is as great as any, if they could only be kept at it. Nothing is lacking but the means, opportunity, and push. The currents of higher educational thought do not permeate all parts of our educational system, and this why the manual which is to contain the designs for the foundation of the system should have as pure and high ideas as the best thoughts and the best talents can give. It would be a great injustice to feel that a work having merit enough to make it an object for graded schools to arrange their curriculums by it, would be so far above the comprehension of district school teachers as to render it useless.

There is no question but that those to whom the revision of our State manual shall be entrusted will be perfectly competent to prepare one that shall meet every demand; but it would be well if as many of our prominent educators as possible could be induced to assist in the work. The value of their assistance would be very great. But, better than all, their sympathy and support would greatly enhance its value in the eyes of the public.

It will be unnecessary to attempt to enlighten this audience on the evils of inaccurate and carelessly filled teachers' reports. There is no department of educational work which does not need constant watching and adjustment. You are all doubtless familiar with the arrangement of Welsh's Classification Register. Two folios are given for each term's report. On the first page are the pupils' names with columns for their standings. This is simple, graphic, and shows at a glance what is intended. In order to decipher the next page one must resort to higher mathematics. The object seems to be to record the pupils in each class, the names of the text books, the pages canvassed during the term, and suggestions for future work. The Department of Public Instruction should be compelled to rearrange this page or decipher all that has been recorded. The record of each pupil's progress is strung along through the pages of one or more of these records, in various stages of preservation. Let us hope that the knowledge the pupil has acquired during the process is more definite and accurate than the records show. If, on completing the course of study, each pupil were required to decipher and make a correct copy of his own work from such a conglomerate system of record-keeping, he ought to be entitled to a diploma conferring a degree without final examination.

There should be another record book provided and arranged in ledger form; in which each pupil shall receive a page on entering school on which a schedule of the duties of the course, with proper blanks for the term and final standings, shall be properly arranged. This would show at a glance just where each pupil stood in the course, and the quality of work he had done. There has come to be a considerable shifting element in our schools. Blanks should be provided and, when a child removes from one school to another, a copy of the studies completed and their standings should be furnished him, signed by the teacher and countersigned by the director; and these should be copied into the ledger of the school he has entered.

I will dispose of the title of this paper in as few words as possible. The influence of the graded course of study on the district schools has been good. In the absence of anything else it is the best work ever done in that line. Our district schools did much good work before the State Manual was issued; they have done much good work since. Whether any effort is made to adjust some of the defects of the course and its plan or not, they will continue to do a great deal of good in the future. The schools are progressing; but it is necessary to sight across at least two decades to perceive that they are. Until educational affairs are placed in the hands of officers capable of comprehending educational processes, the pace of progress must necessarily be slow.

DISCUSSION.

Opened by COMM. WIMER, Branch Co.:

The present standing of our rural schools, as compared with the standing some years since, is in striking contrast. If we have progressed, there is a cause; if we are standing still, or suffering negative progress, there is still a cause. The truth of the statement that whatever serves its best purpose is best, should have nowhere a deeper and truer meaning than in the means employed to serve the best purpose in rural schools. This does not refer, however, to the daily means, but rather to the yearly, which has for its object better citizens with better qualifications.

In the past not a few persons have agreed on the mission of the rural school and the end to be attained; but, coexisting with this, few have agreed as to the best method of reaching this end. If we have clung to the old adage, "All roads lead to Rome," we have found undoubtedly some have taken the best route and reached the goal, not weary, but strengthened for the journey of life; but of the number who entered the race without any definite course, how many fell weary by the wayside and had not strength of will to carry them on their misguided way to the journey's end.

In all probability it was a realization of this independent and unknown method of journeying that led a committee of teachers and school men, some years since, to formulate a plan or map out a road whereby we might travel together more effectually to this goal of citizenship. True it is that many had reached in a single way and effectually, too, the end we are now striving for collectively. A very large majority were following no course except their inclination; and, as a result, pupils were pursuing the same studies, term after term and year after year, until leaving school at manhood grown, a well developed being on one side, but materially blighted on the other.

From this plan or road came our present State Course of Study. That this course, or any other, must be more or less flexible is self evident; and the flexibility varies directly as the tact and understanding of the teacher. So far there seems to be little difficulty in too much flexibility in the hands of the accomplished teacher, or too little in the hands of the unaccomplished.

So far as I have observed, the influence of this course of study on rural schools, including the school in all its phases, is threefold; viz., influence on the teacher, pupil, and patron. That any course, under our system of school supervision, would be fruitless unless given motion by an energetic teacher, needs little argument; so the teacher, being unfamiliar with such an outline, must first acquaint herself with it. Hence, the first influence perceptible was upon the teacher. Measured by this understanding, followed the grading, which at best was little more than a formality for two or three years. Perhaps Branch county was somewhat slow in taking the initial step; and this may account in a measure for our present position.

A very noticeable influence is the effect upon a district where some pupil has completed the course of study and satisfactorily passed the eighth grade examination. Receiving a diploma is counted no small honor by both parent and pupil, and serves as an incentive to hold a teacher's certificate; nor does the influence stop at this point, but serves to stimulate other pupils to work for similar honors.

It is with pride we note the wholesome influence of the results. In a few instances the influence has been adverse, showing some precocious youngster where he belonged to such an extent, that, in his humility, he would not try again. Happily these instances are few and are destined to become fewer, as the parent understands the true nature and gives his influence to the work, and not to sympathy for the pupil. Another evil tendency is the idea that all is mastered when the pupil has completed the "course." This is not confined to the pupil alone, but in some cases is noticeable in the parent; and, when seen in the latter, manifests itself in no small degree in the former—a rule with few exceptions.

To note the progressive influence, I quote from Commr. Teller's reports, '94 and '95. In '94 there were seventy-eight applicants of which fifteen received diplomas, while in '95 there were eighty-four applicants and twenty-one diplomas granted. During the past year one hundred thirty-four took the examination, fifty-eight being successful. Of this number receiving diplomas, fifteen have entered high schools—on the diploma plan—seven passed a third grade examination, while a

large majority of the remainder are taking work in the eighth and ninth grades, in the rural schools.

I am not sure that the course of study is instrumental in working any great good in the primary grades, except in oral work. By following the "course," this oral work has been more systematically taught, and has brought physiology, drawing, language, and to some extent geography, into a closer relation with the more advanced school work. Along the line of language there seems to be the greatest improvement. It has been but a few years since the average boy thought of no other studies except reading, writing, geography, and arithmetic; and this is true at the present time where pupils have not been guided correctly. In place of the boys now working on the three "R's" all their school days, they are taking the full course and are apt pupils in that once detested study, grammar. It is certainly clear that the old method of presenting text-book grammar to beginners was at fault, and the reason for both boys and girls pursuing the study at present, with equal interest and intelligence, is the careful drill in language which leads them unconsciously to grammar proper.

The foreign relation that existed between boys and technical grammar was no more marked than that between girls and civil government, or between both and orthography. It is quite evident that this old relation has been brought at least to a domestic one through some influence, and that the same influence has drawn from all directions to one of general direction—thus serving a bar to scattered lines of force. We are certain a helpful means has been at hand; and if this means has served its best purpose, bringing the hope of America into a better sphere, simple justice must say it has served a noble purpose.

EXAMINER PICKETT:

In the course as it now stands there is much good material, but it should be entirely rearranged. It is impossible in the district schools to follow very closely the methods that are given here; and when the next one is prepared, I hope it will not be prepared by a committee of commissioners, simply because they have not the time to look after it as it should be looked after. I would suggest that the State Superintendent use his influence with the State Board of Education, and they use their influence with the normal schools, in the preparation of a new Manual and Course of Study for district schools.

Commr. Winston, who was to have continued the discussion, being absent, the subject was not farther pursued, though a funny little episode occurred when Supt. Plunkett's effort to inform the chair of Commr. Winston's illness was mistaken for a desire to discuss the paper.

CLASSIFYING AND GRADING COUNTRY SCHOOLS.

T. J. REAVEY, TUSCOLA COUNTY.

In considering the subject of the classification and gradation of schools we meet the question, can a country school be graded? Were we to pause for an answer, we would find many so-called teachers stoutly affirming that it is impossible to grade a country school; but as we can still find those who hold that the earth is not round, we are not entirely discouraged.

All teachers who have given the subject attention and study, agree as to the practicability and importance of country school gradation. Gradation and classification are only methods that conduce to system; hence if you do not believe in system, you will not believe in classification. As soon as a teacher begins to grade and classify, she begins to systemize for more efficient work.

The purpose of classification is to group pupils of approximate ability and advancement so that the teacher may assign work adapted to them, and whenever she does this she grades and classifies them. Now, is there any school in which there is none of this grouping? If there is, every pupil forms a class, or it is so far behind the times as to remind one of the relic of a snowdrift on the north bank of a wooded gulch in June.

Is it not a fact that every well organized school is graded and classified whether the teacher is aware of it or not. In this gradation distinct grade lines may not be drawn, the classification may be poor; but in every school you will find gradation and classification in some form. Then the question we have to consider is how may country schools be *better* graded and classified.

Two things at least are necessary. A course of study and a classification register, with duplicate reporting blanks; and neither is of much use without the other. A course of study can not be systematically followed from term to term, unless a record of each pupil's progress in it is recorded.

What is a course of study and what its object? Any course of study is simply an outline of work. It may only mention the branches to be pursued, or it may divide it into sections and show the work to be done in different periods. Now, as the work done in our country schools is substantially the same, all courses of study for such schools are essentially alike. It makes little difference whether a course is divided into three, eight, or any other number of parts or grades; so we pass to the objects of a course of study and state the first to be—to lay out the work, so that teacher and pupil may see what is to be done and do it systematically.

A good course of study will show to teacher and pupil what work is to be done in a given period of time. It should show the studies that a pupil may pursue at the same time, and how far he should advance in each in order to develop the powers of the mind uniformly and have a well balanced education; and in doing this the course will show how much geography, reading, and language a pupil should have completed when he is working in fractions in arithmetic, in order to secure a harmonious mind and a well balanced education; and the pupil who is found taking all the

branches of his grade and keeping them up uniformly—not ahead in geography, behind in reading, going to seed in arithmetic, and to weeds in language—that pupil will be developing his faculties and powers most harmoniously and getting a healthful, well rounded education.

It is not an uncommon thing to find pupils away ahead in one study and away behind in another. It is not an uncommon thing to find them dropping out of school good in arithmetic and so poor in language that they can not write a good English sentence or express their opinion of current topics in language that is intelligible. A course of study will tend to correct this; for if the pupil will compare the work he is actually doing with that outlined, he will find in what studies he is ahead, in which behind—then by giving more attention to those studies in which he is deficient, and not so much to those in which he is advanced, he can thus secure a well balanced education. Thus one important object of a course of study is to secure a healthful, harmonious development of the mental powers.

Another object is to outline the amount of work to be done in a given time. Many teachers undertake to do too much work in too short a time. They think they must go over so many pages or through the book, or they are not doing anything. The result is a lack of thoroughness, and still worse, a detrimental effect on the pupil's mind. Not infrequently do we find that some inexperienced teacher has canvassed double the number of pages that another of more experience and better judgment has covered, because, having no outline, neither teacher nor pupil had any idea how much they should have taken. The result of such work is either superficial or the powers of the mind are stultified. The cramming process may enable a teacher to double the amount of work normally done; but we must not forget that the child's mind is like a plant that grows by the amount of sunshine, earth, and moisture that it can assimilate, not by the amount that may be showered upon it. The course of study is the guide for the proper amount.

Again, as teachers change from term to term and new ones take their place, the course of study is the basis whereby the work of each pupil may be made a matter of record and the condition of the school be shown to the new teacher. This brings us to the second means of classifying and grading country schools, the classification register, without which no course of study can be made a success. The classification register should be to the teacher what the ledger is to the business man. The course of study should be so specific that, when the pupil's advancement in it is recorded in the classification register, each succeeding teacher will know just what work each pupil was doing at the close of the preceding term; but if the course be not clear-cut as to the amount of work to be done in each grade, the value of the classification record is lost and the whole confused. So the course of study should be carefully studied, and just the work that belongs to a certain grade must be clearly in mind; then see that it is done. If each teacher will bear in mind that the object of a classification record is to leave so complete a report to her successor that she can take up the work right where it was left off and carry it forward without material break, there will be little trouble in doing it.

Now, let us notice the difference between the classification and the gradation of a school. The classification of a school is its formation of

classes in the different branches. A school is poorly classified:—First, when there are more classes in any one branch than necessary; second, when every pupil in school is not assigned to a class in each branch that he should be studying; third, when pupils are assigned to classes too far ahead or too far behind their attainments or ability. If there be too many classes in any branch arising from the use of different text-books, it may be remedied by assigning the lessons topically. In doing this the teacher can keep a little book for each branch; and, if she makes daily preparation of her work, she will have carefully written the topics of the lesson previous to the time of assignment. This method may be used in arithmetic, history, and other studies. By this plan the advantage of having the views of different authors will more than compensate any necessary inconvenience. If all the grades are full and there are too many classes, the trouble may be relieved by a judicious or systematic combining of classes. The State course outlines two years' work in advanced grammar; the seventh year treats of the forms and properties of words, or etymology; the eighth year, of analysis of sentences. The pupils having studied language and an elementary test in grammar, are prepared to begin with either year. Let all pupils prepared to study advanced grammar this year take, say eighth year's work in analysis. The younger ones may be compelled to work a little harder at first, but soon will be able to keep up. Next year drop analysis and let all who are in these grades study etymology, or the seventh year's work. The third year let all study analysis again, and so on. Every two years the book, or course, is completed and no one is wronged. Follow the same plan with geography and also with history in the seventh and eighth years. The same course may be pursued with the two years' work in the fourth reader, the two in the fifth reader, and also those in elementary grammar in the fifth and sixth years. The oral exercises in physiology and hygiene in the first and second years, and also those in the third and fourth, may alternate in the same way; or better still, the four years may be combined in one exercise. Tact and energy on the part of the teacher will devise some plan to cut down the number of classes.

In regard to the second point, we have only to say that it is the business of the teacher to see that every pupil is taking the studies necessary to give him a complete and well rounded education. When pupils are assigned to classes in advance of their attainments, the work is poorly done and the pupil gets discouraged and drops out of the class entirely. School work often grows distasteful to pupils, simply because the work given them is beyond their ability, and they do not have the stimulus and incentive of work done and progress made within their capabilities.

When a pupil is ahead of where he should be, it will require tact on the part of the teacher to classify him properly; but much will depend on the spirit in which the change is made. Generally, by taking advantage of a favorable opportunity, the pupil can be convinced of the advantages to himself of the change; but if parents think they must interfere, individual cases will have to be treated at the time as the symptoms may suggest. It is often found productive of good results to give a written examination. Take the papers of some of the other members of the class and those of the one you wish to change, and compare them in the presence of the pupil and parent; and, if judgment has been used, there is usually no farther trouble.

Now, when the school is properly classified (*i. e.*, the number of classes reduced to the right number, every pupil pursuing all the studies necessary for a complete and well rounded education, and all assigned to classes best adapted to their ability and attainments) let us look at the subject of gradation. In grading, a study or studies may be made the basis, but we prefer to take a majority of the studies; for example, if a pupil has five studies and three of them are in one grade, classify him in that grade and note what studies he has ahead and which behind that grade. You will usually find him ahead of his grade in some studies and behind it in others. This crossing of grades is inevitable; it exists more or less in all schools, but our system of gradation must be flexible enough to allow it and recognize the individuality of pupils. For if the pupil in one grade surpasses all his mates and has worked so far ahead that he can safely be promoted to the next grade by loading him a little, we think it ought to be done. Again, if the work is too hard or if, for any reason, he falls far behind, the teacher may find it necessary to let him gradually drop back into the next lower grade.

In all classification and gradation the individual welfare of the pupil should be the criterion; and all classification and gradation should be so made as best to adapt the work to the wants of each pupil, and at the same time systemize the work of the school.

Counties having Welch's register in use in the schools, and Harper's series of books in general use, will be enabled to make arrangements with the graded schools of the county so that the first eight grades are essentially the same as the eight grades of the State Course, which may be published in the County Manual as follows:

First Grade.—Harper's First Reader and supplementary reading. Elementary Sounds—The long and short sound of vowels. Spelling—From reader and other class exercises. Penmanship—With reading, spelling, and language, using slate and long pencil. Language—With the reading. Numbers—Combinations to ten. Drawing—Lines and their combinations.

Second Grade.—Reading—Harper's Second Reader and supplementary reading. Elementary sounds—As they occur in the reader. Spelling—From the reader and all class exercises. Penmanship—With reading, spelling, and language, using tablet and lead pencil. Language—With reader. Numbers—Combinations to twenty. Physiology and Hygiene—Oral. Suggestive Lessons as given in the State Course. Drawing—Oral.

Third Grade.—Reading—Harper's Third Reader. Elementary Sounds—As they occur in the reader. Spelling—With reader and all other class exercises. Penmanship—Copybook No. 1 or equivalent. Language—Oral. Numbers—Combinations to 100. Physiology and Hygiene—Oral, as given in Suggestive Lessons of State Course. Drawing—Oral.

Fourth Grade.—Reading—Harper's Third Reader and supplementary reading. Elementary sounds—As they occur in the reader. Spelling—With reader and all other class exercises. Penmanship—Copybook No. 2 or equivalent. Language—Oral, Swinton's Language Primer as guide. Arithmetic—Harper's First Book begun and completed. Geography—Oral, as given in State Course on page 32. Physiology and Hygiene—Oral, as given in Suggestive Lessons of State Course.

Fifth Grade.—Reading—Harper's Fourth Reader. Spelling—Spelling-book for the first time. Penmanship—Copybook No. 3 or equivalent.

Language—Text-book, Swinton's Language Primer. Arithmetic—Harper's Second Book to decimals, including common fractions. Geography—Harper's Elementary to page 75. Physiology and Hygiene—Suggestive Lessons in State Course.

Sixth Grade.—Reading—Harper's Fourth Reader. Spelling—Spelling-book. Penmanship—Copybook No. 4 or equivalent. Language—Swinton's Language Lessons. Arithmetic—Harper's Second Book, from decimals to percentage. Geography—Harper's Elementary completed. Physiology and Hygiene—Suggestive Lessons in State Course.

Seventh Grade.—Spelling—Spelling-book.* Penmanship—Copybook No. 5 or equivalent. Grammar—Text-book, Swinton's to syntax. Arithmetic—Harper's Second Book, from percentage to the supplement. Geography—Harper's School to page 68. Physiology—Text-book, Brand's. U. S. History—Barnes, to the Revolutionary Period.

Eighth Grade.—Spelling—Spelling-book. Penmanship—Copybook No. 6 or equivalent. Grammar—Text-book completed; Swinton's Syntax. Arithmetic—Harper's Second Book (supplement). Geography—Harper's School, pages 68 to 123. U. S. History—Barnes' completed. Physiology and Hygiene—Steele's. Civil Government—Pattengill's. Orthography—Pattengill's.

These eight grades include all the studies that are usually found in a district school, and by arrangement they can be made essentially the same as the first eight grades of the graded schools of the county. During the last weeks of February and May the eighth grade examinations are held, a diploma from which will admit without examination to the ninth grade in any graded school in the county.

In connection with the above plan the work can be divided into three terms on the following basis: In districts having eight months' school during the year, divide into two months fall term, four months winter term, and two months spring term. In districts having nine months' school during the year, have ten weeks fall term, sixteen weeks winter term, and ten weeks spring term; this will make the fall terms close from the first to the middle of November, the winter terms from the first to the middle of March, and the spring terms from the first to the middle of June in each year.

At the end of each term, examination questions covering the work of the term as outlined in the State Course may be sent to every school, the results of which are recorded in the classification register and the papers kept on file.

To be used for written lessons and to suggest methods of instruction and lines of study, short lists of questions can be sent to each teacher every month. By classification and gradation each school may be properly organized and the pupils pursue the proper studies selected by the teacher, instead of by the whim of the pupil. There is a definite outline of work for each term and an incentive like that of graded schools to complete the course of study and graduate, where before there was no outlining of work, no objective point to reach, and instead of spurring on to graduation, studies grew monotonous, school became distasteful, and pupils simply "quit school" by "dropping out" all along the way.

By classification and gradation the commissioner is enabled to superintend the organization of every school, map out the work, has supervision over the studies and work of every child, and is a guide and helper

to every teacher. The new teacher, without wasting several days and upsetting the organization of the school as "all wrong," begins school at nine o'clock of the first day, having a complete record of the work done by each pupil and by each class.

Finally, let it be remembered that classification and gradation are means adopted to secure system and efficiency, to economize time, to stimulate effort, and that these means under different names are used not only in the school-room, but through business everywhere when a leader has the instruction and direction of a number.

DISCUSSION.

Opened by COMMR. CONE, Cass Co.:

Most of us know in what condition the rural schools of Michigan were before 1890, when the State Course of Study was introduced. We remember the school as a kind of shop where instruction was vended by the teacher according to the demands of his customers. While the law provided then, as it does now, that the district board shall prescribe the branches to be taught in the school, this important duty was almost wholly neglected. Teachers had no means of knowing what progress pupils had made, except from the statements of the pupils themselves. Parents classified their children according to their own idea of the pupils' needs or the text books that happened to be in the house or according to what a neighbor's child was going to study that year. I call to mind a family that thought their boy must be in Johnnie Norton's class, notwithstanding that Johnnie had attended a graded school in town quite punctually the year before and was really in advance of their son.

If the third reader was worn out and a new book needed, a fourth was purchased upon economical (?) principles, regardless of other considerations. Grammar, physiology, history, and civil government were regarded as useless by many parents and pupils. Oral instruction in all subjects save perhaps numbers and geography, was omitted by teachers. The only incentives, in a majority of cases, were prizes or envious rivalry.

Such a condition of affairs could be reformed only by a steady, well directed growth. Of course the first thing to do was to place a course of study in the hands of every teacher, with the necessary record-book and report blanks and directions to classify the school accordingly. This the commissioners undoubtedly has authority to do.

Ignorance, want of tact, and too much of the wrong kind of talk on the part of some teachers, aroused considerable opposition to the plan at first. Some supposed that there must be a general upheaval—turning some back and putting others ahead so that "they would be where they belonged"—with all the work of each pupil in the same grade. Some even thought that all classes ought to be doing the work outlined for the fall term *in the fall*, and that such work could be done only at that time. When the winter term began, they supposed it necessary to begin the work outlined for that term, even if the fall work had not been completed. Those who came in for the winter term only each year, could not see how it would ever be possible for them to finish the course.

On his first visit after the introduction of the new plan, the commissioner had a good deal of missionary work to do. Yes, it makes considerable more work for the commissioner and some more for the teachers, but this is insignificant when compared with the good resulting therefrom. It was necessary in a number of instances to sit down with the teacher and do the work for her. Many were surprised to see how quietly and yet effectually the work might be done. Few changes were really necessary in the primary grades, the most important being the addition of the oral instruction. We may stop here to emphasize the fact that we can hardly place too much importance upon this early oral instruction. The older pupils were encouraged to complete the course on the credit plan, of course not being required to do the elementary oral work. Special care was and is taken to keep the primary pupils in line with the course. Promotions are now made by the *teacher*, according to the pupil's advancement and ability to proceed with the work.

The fact that we are able to see that pupils do their work thoroughly and take up new subjects in their proper psychological order, is a great point in favor of the new plan. To assist in this part of the work we require teachers to report the classification of their schools early in the term, showing just what work each pupil is doing. These reports are carefully examined and compared with those of previous terms. If necessary, suggestions are made on the same sheet and it is sent back to the teacher immediately, for completion at the end of term. In this way the commissioner can do much toward keeping his schools well organized and insuring a good, well rounded, common school education for the girls and boys of his county.

On completion of the course it is no more than fair that the pupil should have a diploma as evidence of the fact. This simple recognition of systematic work well done, has proved a powerful incentive and acted as an impulse toward higher education in many cases. The effect is magnified when the diplomas are presented in public and the event celebrated by appropriate exercises. Our common school diplomas have gained a value above that of mere certificates of admission into the high school. Indeed, they do not seem to be necessary for this purpose; nor can every high school graduate earn one. They certainly represent more work than is done in the first eight grades of most of our graded schools. They have an independent value of their own, and stand for a good common school education. Let us hail the day when every girl and boy of the land shall remain in school until he becomes the proud possessor of a common school diploma.

By the time this paper was concluded, the afternoon was so nearly spent that the remaining half of the program was deferred to the next morning, when an adjourned session was held in Representative Hall. But before adjourning Commissioner Randall suggested that a committee on Needed Legislation be appointed to report the next morning, and the chair named Commissioners Randall, Demoray, and Keeler.

Wednesday Morning.

Pursuant to arrangement, the adjourned session reconvened on Wednesday morning and at once proceeded to resume the unfinished program.

SCHOOL EXAMINATIONS.

COMMR. E. P. CLARKE, BERRIEN COUNTY.

The rural school problem will not down. For years it has been before various clubs and associations for solution. "What are the needs of our rural schools?" is a topic that annually appears on the programs of teachers' associations and farmers' institutes. The general sentiment seems to be that the work of the district school does not compare favorably with that of the schools legally termed graded. But that our rural schools have been progressing steadily cannot be denied; they are in much better condition today than they were ten or even five years ago. Michigan has not appointed a Committee of Ten to sit in the interest of these schools, whose census in Michigan nearly equals that of the graded districts and whose teachers outnumber those of the graded districts by five thousand; but influences have been at work that have directed attention to the condition and needs of this class of schools,

and the result has been decided progress along the various lines. The following are some of the most noticeable changes and improvements:

County supervision, the raising of the requirements of teachers, a change in the character of State teachers' institutes whereby the attendance of teachers has been increased fifty and that of patrons five hundred per cent, the organization of township institutes which have tended to promote a healthier school sentiment among taxpayers (the class we must reach in order to bring about school reforms and better school conditions), the purchase of needed apparatus, the establishment of district libraries, the adoption of a definite course of study and the consequent grading of the rural schools.

Under the head of the course of study and grading of rural schools, school examinations are properly classed. Taking it for granted that all commissioners are loyal to the State course of study, I quote from this manual the following: "To enforce the course of study, a system of examinations for each term is strongly recommended. Examination questions based upon the requirements outlined in the various grades, should be printed by the commissioner and sent out to the teachers in sealed envelopes to be written upon during the last week of the term. Final examinations for pupils should also be arranged for. In addition, teachers should have written examinations, or reviews, for their schools monthly." It is almost impossible to say anything that is new or even interesting on the subject of school examinations. Educational books and papers have treated the subject so exhaustively that little remains to be said. Treating this paper from the standpoint that commissioners and teachers follow the recommendations of the State Manual with respect to this subject, I will give little attention to that class of educators who favor the absolute abolishment of written examinations on the alleged grounds that they breed nervousness and disease, that they lead to superficial study and mere memory or machine work, that you cannot measure a pupil's attainments or qualifications by figures, etc. It must be admitted that in the hands of the unthinking or incompetent teacher, examinations may be shorn of much of their educational value; but it is the abuse of this system that its foes should object to and not its proper use. "Because the good is perverted, it does not follow that we are to do away with the good." The thinking teacher considers examinations as a means to an end, and not the end of study. "The superintendent or teacher who holds competitive examinations and makes all school work lead up to and a preparation for the examination, and continually talks 'per cent' and 'averages' to his pupils, is narrow and labors under a misconception of the true use of an educational factor that possesses intrinsic value, and is rated as one of the indispensables in securing the best educational discipline and the highest measure of success in the school room."

We give brief mention to some of the arguments generally adduced in favor of the written examination. It gives all pupils the same tests and an equal opportunity to meet them; it is valuable as an exercise in English composition; it cultivates clear, concise, and accurate expression; it stimulates pupils to greater endeavor and more thorough preparation of everyday work; it reveals to the teacher the pupil's thoroughness, comprehension, and retention of the work canvassed; it shows the teacher his mistakes in teaching and thus serves as a guide for future work,—this is especially true if the questions are not prepared by the teacher, himself;

and, lastly, it serves to keep both teacher and pupil in closer touch with the course of study.

This subject naturally divides itself into three parts or heads: the questions, the written answers to the questions, and the marking and rating of the manuscripts.

It is quite necessary for the commissioner or teacher to be an adept in the art of questioning, as the value of an examination depends largely upon the nature and character of the questions propounded. While the special purpose, or object, of the examiner in holding examinations should largely determine the make-up of the questions, still we may say that the questions prepared by the commissioner in conformity to the recommendations of the course of study should possess the following general characteristics:

First, they should hold the subject in hand up to view as a whole, and fairly represent the work covered during the period for which the examination is held. Second, they should be clear, concise, and yet as broad as the course itself, and in the main conform closely to its requirements. Third, the questions should call for essentials rather than details and technicalities. In history, epochs are more important than dates, causes and results than battles; in arithmetic, principles and truths outrank numerical skill; in physiology, a knowledge of hygienic principles is of superior value to the ability to name the bones of the body; in grammar, the power to write good, clear, vigorous English outweighs the faculty to parse glibly a noun or pronoun. Fourth, questions that are purely suggestive in character, that will lead pupils into new lines of thought and study, should be sandwiched in the lists here and there. We may note under this head that, through the agency of these questions, the commissioner may not only be able to test the condition of the grading and the efficiency of the work of the schools under his supervision, but he is provided with an opportunity to suggest to teachers methods of teaching and the taking up of special lines of work, such as current events, supplementary reading, mental arithmetic, and local geography and history. I regard this feature of special value, as it brings the commissioner and teacher into direct and frequent communication with respect to the management and work of the school, which thus receives some of the benefits and influences that close supervision implies.

Under the head of "the written answers of the pupils" the State manual gives explicit directions with respect to the numbering and writing of the questions, the folding of papers, etc., which we will not quote here. Many of the rural school boards now supply pens, ink, and paper—a movement that commissioners can do much to help along. Paper of uniform size should be provided. The teacher should look after all of the details of the examinations so carefully that the work of the pupils will be fairly and honestly done. It is generally well to limit the time allowed for each topic, otherwise some pupils whose study has been superficial will consume the whole school session in trying to recall answers that they either never learned or have a very faint conception of. If teachers give pupils written tests now and then during the month or term, they will acquire facility in expressing their thoughts in writing and will not require more than the allotted time.

We have no "cut and dried" rule to advance in this paper with respect to the marking and rating of pupils' examination manuscripts. A diver-

sity of opinion exists upon this subject. We believe, however, that all papers should be marked closely and the pupil given no more and no less than his work calls for. No juggling of figures should be attempted to cover up mistakes. Industry and merit alone are deserving of reward. We cannot afford to put a premium on laziness and inattention to school work by marking papers so that the lazy and idle pupil will be promoted with the industrious. The teacher who marks too high and advances a pupil just to please him or his parents, may make himself popular for a time in certain directions and so be able to retain his position a little longer; but he proves himself untrue to the cause to which he should be devoted and unfit for the position he holds. He lowers the standard of his school by making its work superficial, and in the end generally loses the respect of those whose favor he labored to curry. We should set up correct standards for class and examination work and insist upon teachers bringing the work of their pupils up to this standard. Perhaps there is no other item in the work of supervision that gives the commissioner so much trouble as this one of classification and promotion. In marking papers special credit should be given for their general excellence, including neatness, arrangement, spelling, capitalization, and punctuation, in addition to credits for correct answers. Mistakes should be marked neatly in red ink, and all papers so marked returned to the pupils for inspection or held for review in the class, being finally returned to the teacher's desk where they may be reviewed by the commissioner,—an item he is not likely to overlook.

What importance should be attached to examination results? Here, again, custom varies; but it is safe to say that the great majority of the objections raised to examinations are based on the practice of using the examination as the sole test for classification, promotion, and graduation. When nervousness, overstudy, and cramming exist as a result of examination work, it generally follows that too high a value is placed upon this test. If pupils know that their daily recitation work will be considered the more important factor in determining their general averages, there will be less anxiety regarding the written examination, which would be looked upon only as an ordinary part of school work and would thus prove of greater value to the teacher as an instrument to be used in the real teaching and training of his pupils. Perhaps the rating of the examination at one-third and the recitation at two-thirds is the most common and the most reasonable custom.

In this connection let me say that I consider it a good plan for the commissioner to carry a conveniently ruled record book in which he can record the following, or similar items, respecting the pupils that intend to take the eighth grade examination: Name, age, school, number of months in the grade, regularity of attendance, character of school work, general ability. Such a record proves of great assistance to the commissioner in determining who are really deserving and worthy of the common school diploma.

The State manual takes strong grounds in favor of examinations set by the commissioner when it says, "There should be a regular system of examinations by the school commissioner, by means of which he may judge whether the course of study is followed and whether teachers are doing satisfactory work. Without these examinations at regular intervals, some teachers will give the course either a half-hearted support

or none at all. Then, also, the knowledge on the part of the pupils that they are to be tested on the work here planned, will interest them in it and make gradation popular." I believe it is both feasible and advisable for the commissioner to follow the instructions of the manual regarding termly and final examinations. I am also of the opinion that for the first three or four months, at least, of each year it is a good plan to supply schools with monthly examination questions. The time required for the preparation and mailing of these questions can be so distributed as to infringe very little on that needed for school visitation. The matter of expense is a comparatively small item and can be easily managed. The main purpose of these examinations is to assist in keeping teachers and pupils in close touch with the course of study. It is not satisfactory to put off the determination of this fact to the time or opportunity of a visit, when it may be found that both teacher and pupils have been obeying their own "sweet wills" regarding work that should be taken up in school. Young and inexperienced teachers, through their anxiety over other matters, are likely to forget that there is a course of study to follow and grading to look after, while even older teachers may become careless and drift away from the course into aimless and unsystematic work. The receipt, by teacher and pupils, of monthly or termly questions, calls for a closer study of the course on the part of the teacher, and directs pupils' attention to work that they must do in order to meet the tests provided by the commissioner. This system of examinations based upon a definite course of study will not encroach upon the individuality of the teacher. There is no feature in it that will prevent the live, energetic, progressive teacher from doing any desirable supplementary work that an active brain and a strong individuality suggest.

With his multifarious duties, clerical and routine, the commissioner's visits to his schools, are, of necessity, few and far between, when he should be able to give nearly his full time to the work of visitation. The very weakness of our present system of county supervision renders the adoption of this system of examinations almost imperative. County supervision is a vast improvement over the old township plan; but that it comes up to a satisfactory standard, no one admits. Until our legislators see fit to grant commissioners of counties having, say eighty or more schools, a salaried deputy, we must face the conditions before us and adopt such plans and devices as will better the condition and raise the standard of our rural schools, including the fullest control of all matters pertaining to the course of study under which we class school examinations.

DISCUSSION.

Opened by COMMR. FLORA J. BEADLE, Barry Co.:

Mr. President, Fellow Commissioners, and Friends: We are all well aware that the subject of school examinations is much mooted and the most extreme views are expressed regarding them; but, like every other educational device, they are good or evil according as they are used judiciously or without discretion. I fear that upon a question so old, so hackneyed, so worn with discussion, nothing new, original, or inspiring can be said. Undoubtedly most of us have canvassed the subject and perhaps each is satisfied that he is at present practicing the methods best adapted to the needs of the schools under his supervision.

Our brother commissioner, Mr. Clarke, has ably touched upon some of the salient points and, while we can not enter at length upon the discussion of all of these points, we wish to emphasize some things that he has said, and reflect the present status of educational opinion in regard to the importance and proper management of school examinations.

We cannot deny that pupils are often subjected to examinations that, to say the least, are impositions; that some teachers are no more fit to prepare examination questions than a ten-year-old child, is all too true. The world's greatest tragedies are not those of crime, but of incompetency; and it is the unwisely conducted examinations that have brought the whole system into disrepute and caused long-winded discussions, which discussions have too often been wars of words rather than of ideas.

I have no hesitancy in asserting that in my opinion examinations help to make study definite, systematic, and sustained; that, rightly conducted, they are a legitimate and healthy stimulus to the pupil and a guide to the teacher; that they arouse and sustain interest, increase and invigorate attention, and add energy and persistency to mental activity; that they to some extent afford a measure of the comparative progress of pupils; that they emphasize the importance of clear, concise, and accurate expression; that they open the eyes of pupils to the scantiness and confused condition of their ideas, and the eyes of teachers to defects in their teaching. I believe that examinations put definite ends of attainments before both teachers and pupils.

While these things may be said in favor of examinations, it may be and is argued against them, that they are responsible for much nervousness and disease; that they produce intermittent strain rather than steady advance; that they lead to superficial study and superficial teaching, to hurried cramming instead of permanent, substantial progress. It is said that they give undue advantage to children having good memories, while they discourage and disgust those in whom mother nature has so mixed the elements that they are better fitted for something else than for passing examinations. It is claimed that they rob teachers of power, originality, and independence, to say nothing of the valuable time spent in the thankless and soul-wearying task of conducting examinations and marking papers.

But when we sum up these objections to examinations, they are only objections to their abuse by incompetent teachers. Examinations are good servants but bad masters. Evil always results from the perversion of the good, but it is not the part of wisdom to discard the good because of its perversion. It is conceded by our best educators, that the proper use of examinations affords an incentive to study; that they give training in expression; that they influence methods of study by indicating essentials to be remembered; that they are indispensable to the highest success of a system of well graded schools.

I have no sympathy with the view that no strain at all must be put upon a child lest he become nervous and lose his head. It is a weakness of the so-called "new education" that it would remove all difficulties and make for the pupil a royal road to learning. There is no royal road to learning. "Nature is shrewd at a bargain, and she has decreed that everyone of us must use the sickle of toil before we can reap the sheaf of knowledge." So while examinations may be perverted, the fact remains that they can be made a most valuable teaching instrument. The examination of today should prepare for better work tomorrow; and I feel that we, as commissioners, should see in examinations and lead our teachers to see a better use than their exclusive use as a measuring rod for testing mental attainment. We should learn to discriminate between the use of examinations as educative instruments, and their use as tests for purposes of grading, classifying, and promoting.

The one vital question in examinations is, shall they be made *ends* in themselves or *means* in giving to the child the best education he is capable of receiving. Our up-to-date teachers aim not so much at loading the minds of pupils with isolated facts and words, but at developing the powers, awakening the interest, coupling facts with principles, thus leading pupils to see these facts in the light of their broader, universal relations. If this awakening of the mind be the ideal of teaching today, then surely we need some system of examinations that accords with this ideal.

While I have no definite plan to suggest, I feel that the proper management of school examinations depends upon the interests to be subserved; *i. e.*, whether they are to be used as educative instruments or as measuring rods. Examinations of the first class—educative instruments—compel thought rather than the exercise of mem-

ory and lead conscientious teachers to put forth their best efforts; while examinations of the second class—measuring rods—narrow and groove instruction, place artificial values upon grades, tempt pupils to cheat and cram and worry, and result in an unsymmetrical development of the mind. School examinations, therefore, to be just and fair, should be of the first class, those having an educative purpose, and should test the child's knowledge along the lines of apprehension, application, and comprehension.

His apprehension should be tested by the teacher in the careful examination of the daily oral recitation, and the weekly and monthly reviews, whether written or oral. You see from this we do not advocate set examinations by the commissioner as often as once a month,—that, in our opinion, being altogether too often.

The child's powers of application, (using what has been learned to form new combinations and deal with new cases) may be tested in a collateral examination which may be arranged for in a general way by the commissioner, thus making it uniform throughout the county. For instance, in the fifth grade, where the child is supposed to cover a certain amount of ground in reading, arithmetic, geography, grammar, physiology, etc., a collateral examination may be easily arranged for. Original examples in arithmetic, records of experiments in physiology, paraphrases of portions of the reading lesson, abstracts of geographical and historical readings, original figures in drawing, study of relationship of color by as simple a device as a soap-bubble, etc., are appropriate subjects for fifth grade; and a course may be outlined for each grade. This collateral examination has great educational value; it trains the pupil to put his knowledge to account; it trains to neatness and methodical study.

The child's comprehension should be tested naturally at the close of a study or a term's work in a study, and should always be arranged for by the commissioner. Two or three such examinations through the year, I believe to be sufficient. For our county, two have been set each year, based upon the half-year's work as outlined in the State Manual. Questions at such examinations should be thought provokers rather than memory suggesters; easy to the faithful and earnest, but blind to the listless and indifferent.

In such a system, the mere memorizer has his chance in the daily recitation, the more plodding pupil has his chance in the collateral examination, and the pupil of keen intuitions has his chance in the final examination. Every type of mind has an opportunity to make its power manifest. I believe that such a system will answer every requirement for which examinations are advocated, and avoid every evil on account of which they are opposed.

Examinations should subserve the one great end of education,—that of developing in due order and proportion all that is best in human life. We should, if possible, devise some plan of examination that will prove a worthy system and not a machine, remembering in our work that a machine can be *run*, but a system must be *administered*.

COMMISSIONER'S WORK—OUT OF SCHOOL AND IN.

COMMR. F. C. STILLSON, NEWAYGO CO.

I feel keenly my inability to handle a subject so momentous. I, indeed, have a sense of my smallness, especially in this place and before the sages of our commonwealth, many having grown old in a work which I have just begun. Can I, a poor weakling, dare hope to interest, much less inspire, Michigan's great body of educators to greater effort and impress them with the magnitude of their vocation? I assure you that I would far rather be a listener at this particular moment, than enlisting the attention of my superiors.

My short experience in this field of labor too well impresses me with the importance of the work and the necessity of having at the head of our county school system a person abundantly equipped—not alone well educated, but possessed as well by an abundance of tact and filled with

sympathy for the race, with an eye single to the welfare of the child. My ideal of a commissioner may be far too high, but I would have him unselfish, true to his convictions, honest in school and out, an untiring worker, and teaching by example what he utters as precept. He believes that "Honesty is the best policy," but is not honest for the sake of policy; for even though Policy frown, he does what the best interests of the school demand and conscience says is right. A determined "No" may cost him political friends, yet he forgets self and does his duty, standing for the welfare of the school masses as opposed to the individual. Now, I am almost convinced that this official is short lived—he may be impractical. This we may leave for the discussion.

I don't believe that our schools, at least, can afford to have at their head timid officials floating between public opinion and their honest convictions. Each one of us e'er this has met the question and taken his stand, and is conscious of the stability or instability of his dorsal self. I am thoroughly convinced that, "in school and out," it is of the greatest importance that we, as commissioners, are persons of honor and worth. But to the subject—"Commissioner's Work—Out of School and In."

The commissioner's powers are not executive, but advisory. Were it better thus or should he be clothed with more authority? True, under present arrangements, he may use the State Superintendent's examination questions to slay poor teachers, yet even those may become boomerangs which deal the unskilful manipulator fatal blows. At the many abuses coming to his knowledge he may frown and scold, but dare not punish nor can he, in many cases, if he would.

His means, then, must be indirect—he must persuade rather than command. He is a teacher in a great school and he must of necessity govern by moral suasion; and as the teacher in the smaller school who shows himself master of the situation governs well, so he of this larger institution will govern the better as his stability and worth appear.

Out of school and in, he must be a practical teacher. He must win the hearts of his people to the cause of education, and enlist them in movements to uplift humanity, which he knows "will in turn be lifted by them."

His greatest work is with the "school out of school." Here he must be a man among men; he must be able to meet all classes and accommodate himself to all circumstances. He must meet them to study them,—to learn their conditions, to discover their prejudices and find out their needs. He must become one of them as did King Alfred, that he may know their strongholds and weak places, when in his campaign of education he may know just how to scale the walls of ignorance and where to direct his cannonade. Here he can indirectly aid the profession. People generally oppose what they don't understand. By approaching them and showing the merits of the means they oppose, the opposition vanishes and the method succeeds. Thus by convincing the parent, we aid the teacher.

The people must be made to understand the close and important relation which the profession bears to them, that teaching is a science, and teachers, artists working upon the most vital material. They must be caused to appreciate the true meaning of an education and the true end of public instruction, that they may the better understand and enthusiastically endorse the means. When public opinion is made right, the people will correct abuses. Our great work is in framing sentiment.

Would we have better school officers, we must create a demand for only the best. Our list of teachers will be bettered not necessarily by culling out the poor, but rather by employing only the best. Cause the profession to feel its weaknesses through the mandates of the people. We must lead, the people follow,—not because they must, but because they will. We must go to the people by employing all those means which will directly or indirectly help the schools or better the general sentiment for education.

As to the means of approaching the people, perhaps the association, both county and township, is the best that can be used. The commissioner comes closer to the people by means of the township association. These meetings must be of the nature of union meetings of parents, school officers, and teachers, if we would have them the means of cementing a union of effort and causing a healthy co-operation of all for the best interests of the child. But even these may fail to reach the class of people which we most need to reach, and it still devolves upon an indirect means, after all. It still remains for the teacher to speak to the people through the Patrons' Day or District Association; so our effort in this direction will be successful only as our ability to arouse our teachers to a sense of duty exists. Thus we may urge and direct such movements, being present as often as circumstances will allow.

But all of our associations fail to secure the attendance of the majority of the fathers, and it seems the only way to reach the "lords of creation" is through the ladies; hence well organized Mothers' Meetings must be the surest way of speaking to the fathers, for we all understand the feminine nature and how they emphasize their demands. This may be a little underhanded, fathers, but we must better the conditions of the young, even though you each become a Mr. Caudle. By the way, is it not time and does not experience teach, that statutory enactment should place at least one woman on each board of education?

The public press may also be made a powerful means for good. Through this we can reach the reading public. Being conversant with school reform movements and professional literature, we, through the aid of the county papers, may be the chief means of bringing the same before the public mind. We may reach our school officers directly by letter, which plan I have tried with marked effect upon the condition of school property, although it may be to my individual sorrow.

Much depends upon our district officers. If, by some magic charm, we might control these individuals, what an immense amount of good could be accomplished. Here is an opportunity for a vast amount of work to be done, but how to proceed? Whether a call for a convention of school officers would secure an attendance, am not prepared to say. Have contemplated such a move, but have never tried the experiment. I hope the discussion may bring out plans for the accomplishment of such an object.

Next, let us view the commissioner in school or as he works with his corps of teachers in the many and distant schools. Here we find him with a list of perhaps 160 teachers, 140 actually engaged in school work; of these there may be forty who have had some training for the work, of whom a majority are in graded schools. The remainder is made up of those possessing little education with more or less experience—many with none. The number who are naturally adapted to the work, he finds to be in the minority and few, if any, who intend to make teaching a life work. Yet these are the direct means with which the commissioner

is to work reforms, build up the schools, exercise the physical and psychical powers of an army of boys and girls, and furnish them with intellectual manna. How shall he enthuse this body of teachers to their lofty calling, educate those deficient, arouse the indolent, and save young minds from vicious habits of study and thought? How shall he change conditions and have, as a result, a first class corps of teachers?

It seems to me that no one but a *No. One* teacher of much experience can expect to begin to accomplish anything in this calling. He must be authority upon school questions, and a recognized leader in the profession, else he will not have the confidence of those under his regime. He should not only be a successful teacher, a fine scholar, and an excellent disciplinarian, but he must possess the power of discovering the causes of failures in others and of imparting to those under him the secret of success. He must be quick to discover the cause of existing evils in the school room, and have the power to estimate the teacher at a glance. Nor can this commissioner, with all his ability, divide his time with something foreign to the office. I feel confident that no one person can begin to do the half that should be done in the office of commissioner, even though he employ every minute of his term at the work.

The means, then, with which to better conditions are the examinations, school visitation, teachers' institutes, associations, reading circles, and the press. Of all these, one alone—the first—clothes the commissioner with despotic power. This is the “professional guillotine,” but how unsatisfactory! How often, in the absence of school visitation, it may be the means of decapitating “the goose that lays the golden egg”!

When we are conscious that the supply of teachers but slightly exceeds the demand, that 50% of our list are not able to pass a rigid examination and that this percentage contains many of our natural and best teachers, how shall we use this means to preserve to the profession the best and rid it of the poor? Must it of necessity be a farce and our examination registers the evidence of that “which was not”? I believe we must answer this in the affirmative. Teachers' examinations, after all, are but the screen behind which the commissioner may skulk, until the unlucky applicants have exhausted their magazine of anathemas and ceased bombarding the stronghold of the Department of Public Instruction.

It seems that our duty in this case must be to signal the executioner, as the victims pass in review 'neath the blade of that awful instrument. What motive shall actuate us, as we stay the hand in this case and let it fall in the other? It surely should be the impulse of a heart in love with mankind, anxious for the perfect development of the budding race, and indifferent to selfish interests.

School Visitation,—this is essentially and solely the commissioner's duty. Here we must make a short half-day perform the work of a normal school. We must note mistakes in teaching, failures in government, sanitary conditions of the room, general health of pupils, needed repairs to school property, etc., etc. We must not only see conditions, but must discover the causes, that we may aid in their removal. While we enter the school room as a critic, we must be looked upon as a friend by teacher and school—an admirer of honest, earnest effort even though it be illy directed. During our stay we must become teacher and pupil. We must teach and recite again, as of yore under similar circumstances. If on a second visit to this school we are an unwelcome guest, we have failed

and made this means defeat its great purpose. We should leave the school better than we found it. We should assist the teacher over her greatest obstacles, inspire pupils to greater effort, and send both on their way rejoicing. How shall we do it? Let me repeat that now we should be honest, but kind withal. The school demands assistance, and it is our duty to give it. The way we make our corrections depends entirely upon the nature of the teacher, so it is important that we make a study of the teacher, in order that we may employ the proper means.

I believe the teacher should be left an estimate of his ability, which may be done on blank forms. Hints on the teaching of subjects, in which there seems to be the greatest failures, may be left in writing. Classes may be taken in which you may show your way of doing. Questions may be asked pupils which will quietly, though very effectually, show teachers weak places in methods and lack of knowledge in the subject. Experience seems to teach that indirect means in correcting teachers is preferable to direct.

No one is in so good a position to know what the institute should do for teachers as is the careful observer of work actually done by them; and for that reason it would appear that the commissioner should be an active worker and empowered to direct the affairs in our teachers' institutes. Can we not get much more good from the money being spent for institutes than we are accustomed to receive? Is not the average institute beyond the majority of our rural teachers? Is it not possible and were it not better to convert our institutes into summer schools of three or four weeks' duration?

The mass of our teachers having limited education with little or no experience hold third grade certificates, and the institute is the best means we have whereby we can protect our pupils from the laboratory of "would-be pedagogues."

I am strongly of the opinion that third grade teachers should be required to attend the institute, attendance being a necessary qualification to teach. It would seem that a commissioner, being conscious of the deficiencies of his corps, in a school of three or four weeks in length might be a power for good.

Suffice it to say that the great need of our teachers is a greater knowledge of the substance and the power to apply methods. The remedy is instruction and practice under guidance. The normal school is too far in the distance. How shall commissioners bridge over this expanse and secure to the present child the best of instruction?

If teachers' associations perform their function, the commissioner must be in position to arrange programs. These associations must make the profession deride poor instruction and laugh out its own follies. They must, in a measure, be made whips for the backs of offenders in the corps, which the commissioner indirectly applies by placing upon the program subjects bearing upon abuses coming under his observation. This can be made very effectual, if the subject is placed in a *No. One* teacher's hands and discussed by an offender.

It may be possible for the Teachers' Reading Circle to make up for deficiency in professional training; but how to organize successful circles I shall leave for the discussion to tell. We are doing the work in a way in Newaygo county, but have not as yet met with flattering success.

But I do find that the public press may be of great assistance to the commissioner. It can be made to speak regularly to the teachers through the column of "School Notes." By mentioning all the best things coming under observation, we may go far to eradicate the evil and create a spirit of emulation on the part of those earnestly engaged in the work.

The plans thus far touched upon in this paper have been for the betterment of the school in school. What shall the commissioner do to raise the educational standard of those beyond the reach of the school, to enlighten the people in general and make up for deficiencies in their early education? You may say that highly qualified teachers would swell the attendance and bring into school more of those who have reached their teens. Would a college graduate in every rural school retain upon the rolls pupils of maturer years and give 50% of the next generation a taste of the higher education, or is it the battle for bread in depressed times that is depleting and must continue to deplete our rural school population? I for one do not believe that we can keep in school, under present conditions, many pupils beyond the age of compulsory education. It is true, perhaps, that, "under an education where the substance was not neglected, many more would go on further."

Enthusiastic, conscientious teachers of much higher education and training than the majority of district teachers now possess, could be the means of a great uplift to the rural masses. But why speculate on such visionary ideas? Cupid's arrow too often finds its mark and wages are against us. We must take the corps as we find it, and make the most of the material at hand. Our greatest work in this particular is with the teachers and will be in direct ratio to our influence over them. A corps actively engaged in literary societies, history and debating clubs, and night schools, would be a power for good. By public lectures we may reach some; through a close touch with the township libraries we may keep out trashy literature and place in many hands better reading, etc.

This paper is already too long and I must bring it to a close; but before doing so, let me inform my hearers that I am painfully conscious of having threshed much straw while addressing you, but faintly hope that it may succeed in bringing out the discussion which the subject merits.

Please do not mistake me for the commissioner described, nor our county as the place where all the plans spoken of in the paper are successfully in vogue. We are doing our best against the many odds, and are here to learn to do better. The great secret we would like to learn is how the better to succeed in the multiplying of effort.

DISCUSSION.

Opened by MELINDA MILLS, Midland Co.:

Mr. President—I heartily endorse the paper just read. It has placed the standard of work high, but when we take in to account the fact that the commissioners of the State are the guardians of the educational rights of three-fourths of the children of our State, who will say it is too high? All concede that these boys and girls have not had the educational advantages they should have had, or that the children in the cities and towns have had. All concede, too, that the welfare of the State, to say nothing of the inherent rights of the children, demands that they be educated

—educated to live their best—fitted to fill their places; to contribute the most to the happiness of the home, the neighborhood, the school, the church, and to take an intelligent part in the affairs of government. As servants of the State, promoters and guardians of its welfare, it is the commissioner's work to do all in his power to bring this to pass.

The city schools excel our rural schools because they have closer supervision. Close supervision has compelled better teachers. From this we have learned that our country schools must have better supervision. This, then, is pre-eminently the commissioner's work; and in choosing the county superintendent, we should look for one having all the fitness of the city superintendent with this additional qualification,—he must have large experience in the rural schools. Great physical endurance, love for the work, moral courage, and a great deal of practical common sense, which is necessary to good leadership, are all essential qualities. We might add, too, that the county superintendent needs an unusual amount of the missionary spirit inasmuch as his *salary* is not always commensurate with his work.

We often hear, "like teacher, like school"; so, "like *commissioner*, like teachers." As the teacher is the guiding spirit, leading pupils on from one victory to another, or, as Dr. Tompkins puts it, "from one beauty to another," which means not only intellectual triumphs, but physical and moral triumphs as well—so should the commissioner lead his *teachers* on to greater achievements.

Just how this is done we may not be able to explain, but this is the ideal. Recognizing his limitations, he seeks freedom, seeks to *realize* his ideal. I will mention but a few of the more apparent ways in which he seeks to lift up. He knows that the qualifications of a good teacher are knowledge, ability to impart, ability to inspire and to govern. He learns of the first through the teachers' examination. That he may make a correct estimate of the other qualifications in order that he may know where to save, where to give the most help, and where to cut off, he visits his schools, spending sufficient time in each to note natural aptitude. He takes into account the years of experience a teacher has had, notes classification of pupils as based on the course of study, thoroughness in instruction, skill in conducting recitations, the industry and interest of the school, the daily program, order, neatness, and sanitary condition of the room and surroundings, keeping records, making reports, and care of school property—this, with attendance at county institutes, township and county associations, the teachers' reading circle work, the school journals taken and read, promptness in responding to the need of creating school sentiment that is necessary to make her work truly successful, all these form a basis upon which the commissioner may grade his teachers, and at the same time shows him where help is most needed.

In order that best results be attained there must be perfect confidence in the commissioner on the part of the teacher; she must find in him a true friend, one who is at all times sympathetic and loyal. Because of this confidence, teacher and pupils pleasantly anticipate his coming. They look upon him as a friend and not as one who has called to regard them with a cold, critical eye—giving a few moments only to sizing them up, then passing on to the next. They note that he takes a lively interest in all that pertains to the school, that he commends any little improvements, and that, when he suggests others, it is done so courteously they are glad to respond. Occasionally he finds it necessary to make some suggestions to the teacher, reinforcing with a note to director.

Sometimes the commissioner finds it best to teach a class, but as a rule he does not do so. If he does, teachers come to think it a part of the commissioner's work, and feel aggrieved if he does not do so—but in doing so he has little or no opportunity to judge of *her* work. Teachers should recognize the fact that they ought to know how to teach the lesson before they come before a class. It is *their business* to know, and, if the commissioner takes a class, it is but to test her work, to prove her efficiency. It is *his* only opportunity. I think it a capital plan for the commissioner to help the teacher to test her own work by sending out grade questions at least once a term. In all his remarks, however, whether in teaching a class or in his general remarks to the school, the commissioner must not let it be apparent that he sees any defects in the teacher. These remarks will often be suggestive—suggesting much more to the teacher, of course, than to the pupils. The teacher will appreciate his desire to help, and all will be inspired to better endeavor.

Can the commissioner afford to be honest in his dealings with his teacher, and can the public afford to have him honest? I answer he *must* be the *very embodiment* of honesty—not theoretical, but practical honesty. Yes, honest, even though he knows he may lose his official head in consequence.

As to the expediency of the commissioner exercising his discretionary power in keeping out unworthy applicants, there can be no question. The best teachers see that their interests are promoted by thus keeping out unworthy competition, and I am not sure but that he needs have less cause to fear decapitation from this cause than from some others—political competition for instance, even though he himself may be but an interested looker on.

Wm. Hawley Smith says, "The simple truth is the greatest thing in the world." And what is there that this old world so much needs just now as practical honesty? It seems to be the fashion to do dishonest things. Conscience, if it asserts itself at all, is quieted by telling it, "others do so." It seems to me that conscience, in the home, at school, *everywhere*, needs to be quickened; and who shall do it if not the teachers? If Supt. Greenwood is right in saying the destiny of this country is in the hands of its teachers, could we render our country a better service than by placing our official heads, if needs be, upon this altar? Surely, if all were to persevere, it must eventually come to pass that none can say, "every man has his price."

Official integrity, however, is not a panacea for all our educational ills, a statement made in our commissioners' meeting one year ago to the contrary notwithstanding. We in our county are often confronted with the fact that there are not enough efficient teachers to go around. They are efficient in scholarship, but not in methods and management. What is it best to do? We have a quiet understanding with such a teacher, if she be really needed, some books are prescribed, then she is asked to write on that subject at the next examination. I do not know whether other commissioners are troubled in this respect, as we have been or not. However, we are hoping much help from our new normal school. Send outside! We tried that and gave it up, concluding that teachers excelling in methods were not often out of a job. Better pay would have brought them. Yes, but we can't hold out much inducement in that line with corn at 10c and taxes three per cent on cash valuation, especially if three-fourths of the sum voted for school purposes has been returned to the State, to come back after many days as a delinquent tax, often called "linque-tax," and not inappropriately, since it is occasionally used, I am told, to link highways by bridges across rivers and for other general purposes.

I would like to mention just one more need that I have come to think is a vital one; viz., that our teachers spend the six or more months necessary to prepare them for the second grade certificates, in getting methods under competent instruction in some training school which should be a model rural school. Institutes are great blessings; we could not do without them. But they only enlarge ideals which time alone can make real—so long a time indeed it takes that some never realize them—leading us to conclude that teachers must "learn to do by doing," the same as others.

T. DALE COOKE, Wayne Co.:

Fellow Commissioners—After hearing so ably outlined the work that we should do, it seems almost a waste of your time for me to discuss the subject further.

After ten years' close confinement in the school room, I believed that two years in the office of commissioner would be a pleasant change. From the first Monday in September to the last Friday in June, I had been shut up in the school room with only an occasional Saturday for a play spell. But during the interval between election and the time when I should assume the duties of the office, I saw before me visions of whole weeks of pleasure; I saw days when not feeling inclined to work I could just loaf around home, or spend a day or two hoeing in a sadly neglected garden—or the possibility of not having to put off till Saturday the pleasure of a day's fishing. And last, but not least, I saw that time of sickness which comes to many of us, and comes doubly hard when we lose the salary for that time, but which in the case of the commissioner does not necessitate the loss of pay nor the hiring of a substitute.

You are probably censuring me for taking this groveling view of my official life when I should perhaps think of nothing but the manifold duties of the office from the first day of July, 1895, to the first day of July, 1897. However, I believe I am not alone in finding other things to do, for I know of one commissioner, at least, who has found time to build him a house; and of another who has had time to go to other states on lecturing tours; and others who have found time to take active part in county and State political campaigns, and who found much enjoyment and no small glory in attending the late State conventions and lifting up their voices in

behalf of their favorite candidates. I have now held the office one year and six months, and have yet to realize the dreams of pleasure and of idleness that I formerly entertained. I can truthfully say that I have done but little loafing, although I have done considerable hoeing. I have not yet had that day's fishing, although the placid Huron flows but a few rods from my door, and as for that time of sickness, I can but be fervently thankful that a merciful Providence has seen fit to spare me from that form of inactivity.

There are many things that demand a commissioner's time and attention in the line of duty, which are not found in the law and which may be classified among his duties *out of school*. But it seems to me that a commissioner's work *in school*, to be most effective, should be continuous from the first Monday of September to the last Friday of June—barring examinations and stormy weather. And right here I trust I may be pardoned for expressing the opinion that all examinations for the year should be held during the months of July and August. There are good reasons for this, plain to all, which I will not stop to point out, and not the least of which is that we would be free and untrammelled to attend to our duties *in school* during the entire school year.

By law we are required to visit each school once a year, but who believes that one short visit to many school rooms is sufficient? What city superintendent would expect to visit his teachers once a year and be successful? It seems to me and I believe you will all agree, that the county commissioner should be a county superintendent, with powers similar to the city superintendent, having his teachers, especially his rural teachers, under constant surveillance. I believe he should be "on the road" all the time, and I know you will concur in this opinion—that *his necessary traveling expenses should be paid by the county*. Not until this state of things comes about will the office of county commissioner of schools be elevated to its proper plane of usefulness. Then will the annual tour of inspection cease to be a mere complying with the law—and looking up of delegates. Then will the patrons, teachers, and pupils feel that there is an actual head to the country schools.

It is with considerable hesitation and embarrassment that I advance any ideas on this subject, "Commissioner's Work—Out of School and In," for I suspect that my conception of the real and true duties of the commissioner are not clear and up to date. I come seeking, rather than attempting to give, information. If, however, a commissioner's work *in school* consists in making the round of visits, it is my impression that his *work* consists in looking over the daily and classification registers, listening to the teacher conduct a few recitations, making out the record of the visit, having a friendly chat with the teacher concerning questions on school matters which may be uppermost in her mind at the time, and closing the visit by "making a few remarks to the school." This is easy enough, the hardest part of such work being so to time the visit as to happen along at a good place to stay to dinner or over night. But the real work of the commissioner—as I understand it—consists in having the ability to see and know the defects in the teacher, and in having the tact to point out to her wherein she is going wrong and the power to make her feel that she must get out of some old ruts and make new paths. This last condition it seems to me is where we commissioners are weak—not in ourselves but in not having the cloak of authority. We can all see defects in some of our teachers, we may have the tact to point out to her those defects without offending; but from whence comes the power that will make an indifferent teacher feel that she *must* get into line and keep up with the procession. To be sure her certificate will expire some time and we can refuse to grant her another, but that may be working an unnecessary hardship; and before the change can be made she will have finished her term of school and perhaps have done irreparable mischief to the children of that district.

Here is a case in point which came under my personal observation:—

Miss A has taught in a certain district the past three years and been eminently successful. I visited her school last year and could but praise her for her good work. Her schoolhouse, though old and sadly in need of repair, had been made bright and cheerful by her own hands; no fault could be found with her teaching and her order was almost perfect. This year she must have thought a change in location desirable or necessary, for I found her the other day teaching in another district, in another township—and oh, what a change was there, my countrymen! She had the same sweet disposition and gentle manner; but the boys, big and little, and many of the girls, had found out that she was good-natured and that her good nature could be imposed upon. How I did ache to lay hands on some of those big boys and give

them such a shaking up as would cause them to remember till the end of their earthly career that particular visit of the commissioner. Instead, I told the teacher as tactfully as I could where her weakness lay and the absolute necessity of some sharp discipline in her school, if she would successfully finish the term; but, notwithstanding my great effort to be easy, the tears came in torrents—not the tears of repentance, but just the tears of a hurt child. And to make matters worse she could not see that she was being imposed upon by her pupils. I ask you, my brethren, what could be done in such a case. The remedy that I see for such cases lies far beyond our reach now, but I believe the commissioner will not be a truly efficient officer until he has the power of which I am thinking. The teacher who is filling the position made vacant by the teacher of whom I am speaking, is a muscular, stern young lady, and a little too severe for the school she is in. What a blessing to those two schools, if I had the power to transfer those two teachers. What commissioner could not increase the usefulness of his teachers and everlastingly benefit his schools, had he the power to place the teachers according to their fitness.

Finally, fellow commissioners, if we find our hands so tied that we cannot do good work *in* school, can we not devote a part of our time *out* of school this winter to securing, through the legislature, laws that will increase the power and usefulness of commissioners, and, through them, enlarge, expand, and elevate the school system of our State?

This closed the discussion and, at the suggestion of Commr. Bailey, Mrs. Spencer, State Librarian, was introduced and explained the nature and advantages of the associate and traveling libraries.

The election of officers resulted in the choice of Commr. W. H. French of Hillsdale county as president; Commr. A. N. Demoray of Montcalm county, vice president; Commr. Flora J. Beadle of Barry county, secretary.

Commr. T. Dale Cooke of Wayne county, was elected member of the Teachers' Reading Circle board, to fill the place of ex-Commr. Haskins, and Flora J. Beadle appointed as editor of the Commissioners' Section of *The Moderator*.

No further business coming up, the Section adjourned to assemble in Lansing at the call of the executive committee.

MATHEMATICAL SECTION.

PROGRAM.

TUESDAY P. M.

Symposium on Examination of Teachers in Mathematics—

- { State Department, Deputy Supt. J. E. Hammond, Lansing.
- { State Board of Education, Hon. J. W. Simmons, Owosso.
- { County Commissioners, Commr. D. E. McClure, Shelby.
- { Normal Schools, Prof. Wm. Bellis, Mt. Pleasant.
- { City Superintendents, Supt. W. G. Coburn, Battle Creek.

Studies in Mathematical Education, Dr. D. E. Smith, Ypsilanti.

Miscellaneous Business.

The meeting was called to order by chairman W. W. Beman; and, after a few preliminary remarks, the "Symposium on Examination of Teachers in Mathematics" was at once given as follows:—

J. E. HAMMOND, Lansing:

From my boyhood I have enjoyed the study of mathematics; and, while other branches in the school and college course came in for portions of my time and thought, arithmetic with its practical problems of every-day business life, algebra with its equations and formulas, and geometry with its demonstration of mathematical principles, always deeply interested me. My education began in a country school and it was early impressed upon my mind that reading, writing, and arithmetic were the three essentials of a good education, and that the boy or girl who could "cipher" well was the best scholar in school, although perchance entirely unable to analyze a simple English sentence or to give the name and trace the course of a through railway line across the State in which he lived.

It was then, and is yet, the idea of many a man in the common walks of life that time spent in the study of grammar is wasted, especially if arithmetic has not been mastered. It is thought that even history or physiology is of less importance; and nearly always the value of the teacher is estimated by his ability to teach multiplication, division, fractions, compound numbers, percentage, and interest, to those who go to him for instruction.

It is not my duty to make a comparison of the relative merits of these branches of study, neither does it concern my hearers if I agree or disagree with what is suggested above. It is sufficient for me to claim for arithmetic a most important place in the curriculum of the public school, and that a knowledge of its principles is absolutely essential to every person who has to deal with his neighbor in the daily transactions of business.

My purpose in this short discussion is to confine my remarks to that branch of mathematics which comes most closely to the attention of the

larger majority of the pupils of our schools, whose work and the trend of whose mathematical thought is indirectly strongly influenced by the Department of Public Instruction, through the examinations required of their teachers. This divides the general topic somewhat, leaving the subjects of algebra and geometry for my friend Simmons and those who follow him.

Today there are in Michigan no less than 700,000 young persons of school age who, twenty years from now, will be in competition with each other in the field and factory, in the busy centers of trade, at the desk and in the various professions. Each and every one of them will be trading, buying, and selling; lending and borrowing; giving and receiving. Some will collect interest, others will be paying it. All will be buyers; many will be sellers. Few of them in school days will go beyond the eighth grade of the common school, and fewer still ever be directly influenced by mathematical truths greater and more comprehensive than those suggested in the lists of questions prepared at the Department office and placed before the 16,000 men and women who desire to act as teachers.

By these questions the trend of arithmetical thought is given to those who instruct; and many times, either thoughtlessly or otherwise, teachers and pupils bend their investigations in such a direction as will best conform to the ideas of the superintendent, or to those of the person whose questions they must answer and whose examination they must pass. True, the real object of study is not and never should be the passing of a teachers' examination. Every person who would prepare boys and girls for citizenship, should think less of the examiner's test and more of the best methods of imparting information to those who sit under their instruction. The true teacher recognizes this and, when the examiner's test is over, places before his class those problems and propositions which shall, in his opinion, train the pupil to think and apply his thought to the best advantage. How natural, then, it is for him to expect that the questions prepared by the Superintendent of Public Instruction shall include the best principles and the most practical problems, to be solved in the most practical manner. He looks into the faces of his pupils and knows that the majority of them will at best remain in school only a few short terms. He realizes that long before the few especially favored ones shall have mastered algebra, geometry, and the higher mathematics, all of the others will be beyond the school room earning a living and forgetting those lessons which they have not learned to apply.

Whatever may be the plan devised by professors of mathematics in colleges and normal schools for laying a broad foundation for future mathematical study, however necessary it may be to incorporate into the course of study much that is disciplinary and mind strengthening, I believe the examining test from the Department should be practical, as also concise in its requirements and comprehensive in its scope. No attention should be given to old tables of weights and measures that are not now in use, nor in fact ever were. Time should not be wasted on circulating decimals, duodecimals, and such unimportant time destroyers. There are so many sensible and practical principles in which to test the applicant's knowledge that the examination should not contain even a suggestion of these antiquated and useless things. It should not contain them because, as we have before intimated, the teacher's study in preparing for examination

ought to be along the same lines as are to be presented to his pupils. There is no other way by which the head of the State educational system can so thoroughly direct the teacher into right channels as by a judicious selection of questions.

The larger proportion of the world's business is done without pencil and paper. The arithmetical problems we solve at the counter are mental problems; and the person who, in his school days was trained by his teacher to think and arrive at definite conclusions without using the pencil to find the product of two simple factors, is the fortunate individual, better calculated to drive good bargains, and get good weight and measure. So the Department should require an examination in intellectual arithmetic, not primarily because the teacher should be able to pass such examination, but because the examiner should satisfy himself that the applicant for a certificate is able to give a clear analysis of a problem,—as also to emphasize in the applicant's mind the importance of a systematic teaching of this kind of arithmetic.

The text-book, the course of study, the examination, and most important of all, the daily instruction, should give prominence to mental arithmetic. It deserves this prominence both for its every-day practical value and the aid it gives in other and more intricate mathematical studies. Thus we contend that one-half of the examination and one-half the time given to arithmetic in the school work, may properly be given to this part of arithmetic.

As already suggested, that sort of instruction should be given our future citizens which will be of most practical value. Ninety-nine per cent of all our people are common people, interested in simple questions. Their time and opportunities are limited. The examiner's test and the teacher's instruction should not forget this. As is the one, so will be the other. In this instruction the correct reading and writing of numbers must come in for a first consideration. The principles involved in multiplication, division, and fractions must be mastered by persistent drill and repetition, and the questions should be so framed that the examiner may know if the candidate understands these fundamental principles so thoroughly as to be capable of imparting his knowledge.

In speaking of this needed repetition of fundamentals, I do not hesitate to say that, whatever may be the theory or practice of different school men regarding the teaching of the multiplication table, it is my belief that the old-fashioned over-and-over method of learning it is the best one. In the impressionable years of early life when the mind is like plastic clay, I believe that a mechanical and continued repetition of the multiplication table will engrave it so indelibly on the childish mind that all future mathematical computation will be rendered more easy and accurate than could otherwise be. This multiplication table is like a carpenter's tool, and skill in its use can be best learned by constant handling, regardless of the material of which it is made.

One of the first problems confronting the young couple just getting a start in life, is usually the building of a home, entailing the solution of such questions as the size and location of windows, closets, cupboards, etc.; the making of rooms of such dimensions as shall allow for a convenient arrangement of furniture or an economical cutting of carpet breadths. The details are numerous which require careful and intelligent mathematical computation, especially when one's means do not permit

the employment of a skilled architect. And yet, because the intricacies of square and cube root require some degree of mental development, all geometrical measurements were formerly relegated to the back part of the book. How much more sensible is the arrangement of our newer text-books, which place the simpler and practical parts of this subject where even the boys and girls who drop out in the grammar school will at least get a glimpse into this most important mathematical principle. In like manner, it seems to me, our test questions should always include something in this line.

It is equally true that every housekeeper, as well as householder, is constantly making use of certain tables of weight and measure; and the future necessities of actual life may as well be taken into account in determining the subject matter on which to gain a large share of the mental drill. Then, too, if the young householder chance to be a farmer, he has fields to lay out and areas to consider; he has bins, corn-cribs, or hay-mows to measure. If a merchant, his daily routine includes all sorts of percentage and discount problems. If a jeweler, a grocer, a tailor, or in almost any of the ordinary vocations of life, he still finds himself constantly estimating and computing. It is for recognition of this feature in the instruction given in the Detroit schools that Miss Coffin has waged so valiant a battle; and the fact that business transactions at banks require a thorough knowledge of bankers' methods, should for this reason determine which kind of discount requires most emphasis, both in school work and in teachers' examinations.

So, too, while a chapter on taxes in the text-book amounts to very little, a sufficient amount of drill on actual problems of every day life, using names and localities familiar to students, will open their eyes to the fact that they are really equipping themselves for their life work. Taxes should receive a much larger share of attention than is generally given, inasmuch as no object is of greater importance to the people than this one of providing a revenue for the support of the government. Were I speaking of the correlation of branches, I should here make a strong plea for the correlation of arithmetic and civil government when teaching taxes. The embryo citizen should be made to understand that every man who has a roof above his head, and something to eat and wear, must contribute either directly or indirectly to the support of the government. Problems may be framed regarding the rental of buildings, purchase of imported fabrics, or payment of postage in sending articles through the mail, all of which will emphasize the fact that we must give value received for governmental protection, as for every other good thing in life. It would be well if the examination questions in both arithmetic and civil government could be framed so as occasionally to suggest a study of the tax blanks used by the local assessing officer, who would, I am sure, take some interest in giving information upon this subject to any teacher or pupil applying to him. More time for taxes, less for insurance, would in my opinion be far better. In fact, insurance properly has no place at all in our arithmetics, since every company has its own way of doing business, which must be learned anew with every change of company.

All conditions of the people, wage earners as well as wage payers, are over and over using not only the four fundamental rules, but also fractions, both common and decimal, compound numbers, mensuration, and

percentage. All are counting profit and loss, all are figuring on the income of their labor. Thus it is that the above mentioned subjects must enter into every list of examination questions, if we would direct thought along practical lines; and since all money transactions require the use of decimals, this kind of fractions heads the list in point of prominence; and as percentage is the corner stone of commercial operations, its principles cannot be too strongly emphasized. A few simple formulas from which all the others may be deducted, if well understood and thoroughly applied, are all that is necessary; but it should never be forgotten that a clear conception of the relation existing between base, rate, and percentage, is the main thing to be sought in teaching percentage. This accounts for the repetition of certain questions on this subject in every list sent out from the State department.

From the foregoing I trust you will understand the reasons that largely determine the questions in arithmetic, as sent out to those who are seeking a permit to teach the rising generation of boys and girls in Michigan.

SUPT. J. W. SIMMONS of Owosso, the newly elected member of State Board of Education, was asked for a presentation of the subject of mathematics from the standpoint of the board, as shown in the trend of the questions given to applicants for State certificates, and said:

Mr. President, Ladies and Gentlemen: In presenting this question from the standpoint of the State Board, it would seem more appropriate that some other member of the board had been chosen, as I am scarcely pinfeathered as yet. I would also state that the question upon which I am to speak is a very limited one, a very narrow one, as the State Board has nothing to do with the sets of questions sent out for county examinations, but has only to do with those that are written upon for State certificates. So the examination of teachers in mathematics from the standpoint of the State Board is confined to arithmetic, algebra, and geometry. The State Board is four square, there being four members who represent the mathematical, historical, grammatical, and geological parts of school work. As I do not happen to be the mathematical side of the State Board, it is very difficult for me to take a view of the question as it stands mathematically. Mr. Hammond has spoken upon arithmetic. Speaking now for algebra and geometry, I can say that the examination for State certificates should be thorough, so that the examining board can determine the fitness of the applicant to teach those subjects, because the State certificate stands for the highest certificate that is in the gift of the people of Michigan. There is no higher certificate, no certificate means more, no other certificate gives a life license. These examinations ought to include problems and questions carefully selected. I have carefully looked over the lists of questions of the past few years used in the winter and mid-summer examinations. These questions have not all been set by the same individual, they represent the views of different persons. I do not know if I could improve upon them, but one criticism I would pass,—and that is not to involve a repetition of principles in different problems. I think that some of these problems should be relegated from the list entirely; they involve what might be called higher mathematics. These problems should be fair, and all of them ought to be comprehensive and not unnecessarily

long. I think I could test a class in my own section with questions of middle length better than I could those that take a longer time. I think that what the examination stands for is to know whether the applicant is a mathematician or not; therefore they should involve principles which would test his general knowledge of the subject.

I do not know whether I have approached this subject just as the committee intended, but I have approached it from the standpoint that I saw.

PROF. WM. BELLIS, Mt. Pleasant:

Mr. Chairman and Fellow Teachers: When requested to write a paper on the topic "Examination of Teachers in Mathematics in Normal Schools," I hesitated to comply with the request, knowing there are not a few able and experienced teachers in this line of work who could have given you more ideas upon this topic; but, conscious of the good-will that characterizes the Michigan teachers, I decided to give you my views.

What is the purpose of an examination?

1. To determine whether the candidates have a good working knowledge of the subject.

2. To determine the necessary teaching ability to develop knowledge in the minds of others.

3. To protect society from unskilled teachers.

What shall determine the nature of the examination in Normal Schools? The *nature* of the examination must depend upon the *kind* and *extent* of teaching the students have received. This in turn is dependent upon our ideal of the qualified teacher. As the nature of the examination depends upon the teaching, I shall briefly outline the quality of teaching I think we should endeavor to do.

Since we desire our students to have a good working knowledge of the various mathematical branches, and to develop along with this teaching ability, we need to have a clear conception of the method by which to secure these desirable results.

1. The teacher must *know* the subject to be taught. Nothing will take the place of this knowledge. Method cannot be substituted for knowledge, for it is dependent upon matter.

2. The teacher must have an intimate knowledge of applied psychology in order to develop these subjects according to rational methods.

3. There must be a close and sympathetic relation existing between students and teacher.

4. The teacher must be an every-day student.

The teacher thus equipped will make a great distinction between teaching and telling. He will develop their minds and hearts. He leads them to discover truth, to discern principles, to state laws, to apply these principles to the solution of practical problems. In developing a topic, the teacher is simply the leader in the investigation. He obtains everything possible from the class. Each lesson is a thought exercise, and not a mere memory one. We should aim to develop in pupils that independence of thought that is characteristic of thorough work. Stay by a lesson until it is mastered and applied. This method develops the analytic power, reason, and judgment. The memory is strengthened, for the laws of association are applied. Students learn how to attack a problem, an exercise, how to open up a subject.

Each lesson is one in methods, not abstract but concrete. This is the ideal way to develop good methods. Students ought to have an opportunity to observe them in every class as well as in the Training School. If our teaching has been thoroughly performed and the various branches have been properly developed, the earnest students will have the required knowledge of the matter and method. They will be ready for any kind of a test we decide to apply.

First, what shall be the nature of the test? I should make the test as thorough and searching as the teaching had been. The test must be in line with the work done, in order to be just to the students. Second, shall we test carefully each day, or shall we have one great final test, the written examination? I prefer the daily test, supplemented by written lessons.

The business of the teacher is to instruct, drill, and test. The instruction ought to be clean cut and thorough. Then drill to acquire power and skill. It is not enough that a student be led to see a truth, but he must acquire the power to see this truth quickly and easily. We should drill our classes on the instruction given to make it a permanent possession. Require our students to solve many original exercises, also to prepare problems to be solved by the class. In giving these drills we should keep in mind the weak students as well as the strong ones. Continue this exercise until accurate results are obtained quickly.

The Test.—The third exercise in teaching is the testing of results of instruction and learning. What tests shall we apply? The oral and written.

The Oral Test.—The first work to be done in a recitation is to determine whether the instruction given the previous day is fully comprehended. We should do this as a check on our teaching. It will not do to pass on without this test. It is our duty to know the progress made thus far. We can be sure of the fact if we test carefully. Ask questions that require thought, not mere memory ones only. Questions that involve principles that have been developed. Require the solution of original problems. By skillful management we can know just the condition of each individual member of our class. To get the best results, there must be a close and sympathetic relation existing between students and teacher. If this relation exists, students will be free to tell their difficulties. The teacher needs to know the individual make-up of his students, in order to give the help needed. Some need encouragement only; others, a suggestion here and there, while a few must have personal help. I devote one hour a day to this work.

If we have thus labored together, there is no room for doubt whether the students are in possession of the required knowledge or whether they have the necessary teaching ability to develop knowledge in the minds of others. This personal touch with students is productive of excellent results, for by it we learn their mental make-up, their mode of study and line of thinking.

I would give credit for all *honest* effort. We should aim to turn out honest, earnest, persevering, every-day students. We are all aware that real progress is made only by regular, systematic, every-day effort. Making the daily work the basis of passing the subject tends to produce just the kind of students we desire to have. In all other walks of life, the every-day work is fundamental in forming a just estimate of it. The test

of a person's work in any line is the manner in which he performs every part of it. The teacher is rated by his daily work; why not the scholar? We judge the character of people by their daily conduct. Why not make the daily work the test of passing the subject, supplemented by the written lesson? Let our students know that nothing can disturb this record. Take into account neatness, good form of work, accuracy, method of explanation, logical analysis, mind growth, and any other elements that enter into good scholarship and teaching ability.

This method places a premium on work honestly performed. This daily striving leads the student to love knowledge for its own sake. I believe the only basis on which scholarship can safely rest is that hungering and thirsting for knowledge which only the student knows.

The Written Test.—The purpose: 1. To stimulate students to obtain a broader knowledge of a subject than is required in the regular recitation. A student needs to possess a fuller knowledge of a lesson to write it than to take his part in the recitation. When a person begins to write an exercise, he is fully aware of the need of a careful preparation. This need will arouse the student to do thorough work. To be effectual it must not be known by the students when the written lesson is to be required. Certain parts of a lesson are to be written, a problem to be solved, a demonstration to be made, an original exercise to be worked, a section to be reviewed. This will insure good preparation each day. My only thought is to get good, honest effort every day.

2. The written test reveals to the student his actual progress. It discloses to the teacher defects in his teaching not brought out in the recitation. The teacher now knows what parts of the subject to touch up. To me there is no finality in any kind of test. It simply shows what is known and what is not known by the students. It supplements the recitation. By having these written lessons often, the teacher can render better service to his class, for by them he ascertains the individual needs.

3. The written test develops neatness, good form, and emphasizes accuracy.

4. It is an exercise in method as well as in matter. We can require the various developments to be made, thus bringing out the real teaching ability.

5. It cultivates language and connected thought.

6. It gives timid students an opportunity to show what they know of the subject.

I lay great stress on every-day students. This requires fidelity, which is a fundamental requisite of a teacher.

It is quite complimentary to students to hear, "You have satisfactorily passed the subject." It is not very complimentary to the teacher, if he does not know without a final examination who have performed the required work.

We should teach clearly, drill vigorously, test thoroughly, letting the oral and written tests decide who shall pass the subject.

COMMR. D. E. McCLURE, Shelby:

In order to determine whether a candidate is competent to teach arithmetic, algebra, and geometry, an examination is necessary. An examination that will determine the mathematical ability of the teacher need not tax, to any great extent, the ability of our question makers. To

tabulate the topics of a subject and then select representative questions relating to each of these topics, is the modern mode of ascertaining what the candidate knows. If the victim possesses a good verbal memory, if he has reviewed the rules and formulas of his subject a few days before his examination, his success is usually assured.

The candidate who receives a credit of one hundred in this line of work may be totally incompetent to teach the most elementary phases of mathematical subjects. In every branch of science, in every branch of teaching, principles must be recognized. Men are narrow and arbitrary, because they are governed by rules and formulas whose origin they are unfamiliar with. Our teaching would be revolutionized in the next decade, if our teachers could be persuaded to recognize the tremendous value of principles. The candidate who assumes that arithmetic consists of unrelated chapters, a vast number of unrelated subjects, can never hope to be a mathematician, much less can he ever hope to be a successful instructor in mathematics.

Our examinations ought to test the candidate with reference to something more than the mere accumulation of knowledge. The thing that is far more important is the relationship that exists among these topics. There are but few principles in arithmetic, few principles in algebra, few principles in geometry. If the significance of these principles in their respective relations is appreciated, the teacher has within his grasp the power to instruct others. Our examinations should be of such a character as to demand less of the memory and more of the reason; less rote work, more sequence, more analysis, more simplicity.

The teacher who has mastered the relation of percentage to common fractions has accomplished much and finds himself able to meet the rigid requirements of the examiner without worry and without fear. To the teacher who discovers that in percentage the principles are precisely the same as those involved in common fractions, that in percentage the new thing lies in the line of business usage, the whole subject assumes a new interest; and the simplicity of it is mastered by even an average mind.

Our examiners cannot therefore afford to waste time in demanding of teachers the solution of problems in fractions that violate the usage of every-day life. They cannot afford to tax the teacher with problems that no longer arise in the business relations of life; cannot afford to tax the teacher with problems that are based on unheard-of business relations.

What holds true of examining teachers in arithmetic, holds true in examining teachers in algebra and geometry. It is not how many formulas the candidate can remember in algebra; it is the number of formulas that he can deduce for himself. If he has mastered the subject, he knows its principles and their relations; he can make an algebra or a geometry. The examination should therefore be with reference to this kind of simplicity, this kind of directness. Geometry is superbly beautiful, because of the simplicity of its principles, because of the logical sequence that presents itself in going from theorem to theorem.

In sociology we are compelled to recognize relationship. Things have no significance apart from their relation to other things. The same holds true with reference to the teacher's equipment in mathematics. The teachers of Michigan should therefore demand that our examinations in mathematics be free from puzzles, free from conundrums, free

from problems that violate business usage, free from problems that involve ancient history. These questions should be of such a character as invariably to draw out the candidate's knowledge of principles, of relationship, of fitness.

This method would encourage better teaching. Teachers are compelled to handle their classes very much as they have tried to handle themselves. There is no other way for them to do. Very young pupils appreciate relationship, fitness. They are able to recognize the fact that in arithmetic there are few principles, that there are very few new things to learn, apart from the usage of the business world. Students delight in discovering principles, delight in applying them, delight in simplicity.

In conclusion we recognize the advance that has already been made. Let us ask that the progress continue; let us ask that teaching in mathematics be simplified; let us ask that the examiners in their examinations look to those ends that we have described. In doing this we shall advance the highest and best interests of our teachers and schools.

SUPT. W. G. COBURN, Battle Creek:

I have been asked to discuss the question, "Examination of Teachers in Mathematics," from the standpoint of a city superintendent. I wish to say at the outset, however, that I believe more respect should be paid the years of experience of the successful teacher, and this factor should enter more largely into the granting of certificates than is at present recognized. In other professions certain qualifications are exacted of the candidate when he enters upon the professional career; and are these qualifications, if possessed at that time, questioned and requestioned from year to year? Alas for our poor unfortunate calling that we are the exception! However, we hope for something better, unless, perchance, there be truth in dreams. Permit me to quote from a fellow teacher:

"I thought that I was dying. The rigor of death chilled my limbs; cold, clammy sweat gathered on my brow, and my breath, thick and convulsive, rattled in my throat. I was dead.

"My disembodied spirit seemed to pass out, shivering and alone, into that cold, fathomless abyss which men call space. Then I was joined by a multitude of others coming from all the quarters of the globe. Some unseen yet irresistible force drew us all toward a common center.

"Soon a warm, mellow light, like a flowing stream, enveloped us; and in the distance, above the glistening walls, appeared the towers and fanes of the New Jerusalem. As we approached we heard entrancing music and breathed celestial air. St. Peter sat at the golden gate with his hands upon the key. With others, a vast multitude whom no man could number, I took my place to await my turn.

"The first that I recognized was the haughty spirit of a lawyer. St. Peter handed in his name and occupation to be inspected by the recording angel. Then the gate, half hesitating, as though giving him the benefit of a doubt, swung open and his soul passed within. In quick succession came a clergyman, a college professor, a physician, and an insurance agent. None were turned back; each one gained admission.

"Soon came the spirit of one whom I had known on earth as a day laborer. Often had I seen him passing my door to his daily toil. I remembered how sadly he would be missed by those dependent upon him

for their bread. As the gates opened for him, a glad smile lit up the face of the saint and he whispered, 'Enter glad soul and take thy well-earned rest.'

"Now, in my dream, I saw the spirit of one whom I had long known as a schoolmistress. An earnest, toiling woman, conscientious in the discharge of every duty, her earthly end was peace. The world was better for her living in it and she left a blessed memory. Surely, thought I, this soul will find a royal welcome. For her the golden gates will swing wide open and troops of angels, bearing a shining crown, will meet her at the threshold.

"But no, St. Peter shut the gate with a quick movement, as she announced her calling, turned the key and put it in his pocket. Over his features came the hard, stern look of one who has a disagreeable duty to discharge. Yet in his tones I fancied there was a touch of pity, as he said: 'I am very sorry about it, madam, but really I cannot help it; there is no alternative. Under our rules and regulations school teachers must pass an examination before they can enter Heaven.' I sank down in utter dismay. I read my fate in his words. Then I awoke, and lo! it was a dream."

We are sorry that the writer, the Hon. Mr. Sabin of Iowa, awoke so soon, or we might have learned what kind of an examination the recording angel has prepared for our struggling profession.

Be it as it may, the State law of Michigan requires that teachers hold regular licenses to teach, and the county examinations have more than a passing interest to the teachers and superintendents of city schools. We can readily see why the country school ma'am who wishes to teach in the little white school house in yonder rural district, should present a satisfactory evidence from some reliable source that she is in a way qualified to teach school, for in many cases the director of the district is a person wholly incapable of judging as to the education of the applicant and must depend upon the judgment of another. Again, the county commissioner has an opportunity to visit the school but once or twice a year, while on the other hand the city schools are under the direction of some principal or superintendent whose duty it is to instruct, guide, and direct the teachers, as occasion may demand. The city teacher usually has the work of but one grade to cover and is therefore able to become fully proficient in the management of the details of the work, while the rural teacher may have eight grades to handle and a multiplicity of classes, necessitating a very superficial way of teaching. Therefore, it hardly seems that the examination given at present to the country teacher is just the one for the city teacher. But it is not my purpose in this paper to criticize the examination questions that have been sent out from Lansing from time to time, nor to attempt a revolution in arithmetic examinations; for I have been much gratified while looking over somewhat critically the questions of the past few years and observing the rapid strides made in the art of questioning. No doubt the standard of scholarship in our rural districts has been greatly raised by a wise choice of questions well put; and concerning the choice of questions, I believe that for the teacher such problems or questions as bring forth the explanation of some principle or method are of the most value.

There is certainly great educational merit in a formal examination, and a set of questions carefully prepared from a pedagogical standpoint

will tend more and more to cause the teacher to become familiar with good methods of teaching. While it is true that mere scholarship is not a sufficient guarantee to the success of the future teacher, nevertheless it is a pre-requisite. Many of the qualities which aid in rounding out and completing the qualifications of the good teacher do not come under the jurisdiction of the examiner. Some of these can be tested only in the school room; but the initial step to increase the efficiency of any teaching corps is to make and maintain a high standard of scholarship, and certainly among teachers one of the prime factors leading to success in the teaching of arithmetic is that of having excellent methods and a happy faculty of presenting them.

Dr. W. T. Harris says of arithmetic: "There is no subject taught that is more dangerous to the pupil in the way of deadening his mind and arresting its development, if bad methods be used. The mechanical side of training must be joined to the intellectual in such a form as to prevent the fixing of the mind in thoughtless habits. While the mere processes become mechanical, the mind should, by ever deepening insight, continually increase its power to grasp details in more extensive combinations."

Because of its two-fold value, arithmetic has obtained a firm and lasting foothold in the courses of study in our schools. While it is highly practical, it tends, through continued effect of imparting instruction, to exercise and develop certain powers of the mind, and hence has an educational value; or, as one has recently said, "Development, discipline, skill, and knowledge are all important ends in the teaching of arithmetic." In preparing a set of examination questions, the examiner should keep ever in mind the whole value of arithmetic,—not the practical, nor the mechanical, nor the disciplinary part alone; but since arithmetic if rightly taught will fulfill each purpose, it seems to me that questions should be so framed as to bring out the teacher's understanding of the end and aim of all teaching in this subject. Every teacher should know that mere calculation by rule is to be condemned, and instead there should be a thorough training in the use of small numbers, and consequently right habits should be formed from the beginning. She should realize that all arithmetic in a way is mental, that the so-called written arithmetic is merely to lighten the strain on the memory. We believe that the prevailing work in all exercises in this subject should be mental, and be carried on by the use of small numbers, taking up larger ones for practice.

Mental arithmetic offers one of the best means of discipline in the course of study in our public schools; it cultivates the power of attention, inasmuch as the problem read by the teacher must be repeated by the pupil, each condition properly stated, and each number accurately remembered, thereby enabling a pupil to concentrate the mind on that which is heard, and accurately to reproduce it. Mental arithmetic cultivates also the reasoning faculties; every step is an exercise of the judgment and is a most excellent example of practical logic, and all its processes are in accordance with the laws of thought. Each truth is bound to every other truth by the thread of related thought; and the mind becomes accustomed to reach, by a logical chain of connected judgments, the desired conclusions. Because of the necessity of logical reasoning in order to reach correct conclusions, the pupil of mental

arithmetic acquires a corresponding exactness of language. The right word must come in the right place or the reasoning will be at fault. Again, mental arithmetic strengthens and cultivates the memory, inasmuch as the ability to concentrate the mind upon any problem is a manifestation of the power of attention in the pupil, and memory depends on the power of attention. We believe, then, that problems in mental arithmetic should be given as tests to teachers perhaps more even than has been done in the past; and that great care should be exercised in the examination to note logical order, concise reasoning, and a good use of English.

Another subject that should receive the especial attention of the examiner is that of fractions; first the teacher should have a definite idea as to when and where the subject should be taught; she should have fixed definitely in mind the fact that a fraction expresses the ratio of two numbers and that the thought expressed is much more complex than that of a simple number. Aptness of illustration and a clear comprehension of the subject in hand are nowhere more in need than in the consideration of this subject. I had occasion, not long ago, to ask a class of teachers in a summer school held in one of the county-seats of this State, to give the solution of a problem somewhat like the following: If three-fifths of a ton of coal cost \$3.60, what will three-fourths of a ton cost? Not one of the class seemed to possess a definite enough idea of the solution to venture even a trial. The double use of the fraction or, in other words, the joining together of two problems in one, seems to trouble pupils. In turn, cancellation, factoring, decimals, percentage, etc., might be taken up in the same way, but time does not permit.

As to abridgment of arithmetic, the minority report of the Committee of Fifteen gives the following: "There are subjects, however, in the common school arithmetic, that may be dropped out with great advantage; to-wit, all but the simplest exercises in compound interest, foreign exchange, all foreign moneys (except reference tables of values), annuities, allegation, progression, and the entire subjects of percentage and interest should be condensed into about twenty pages." We believe the above quotation is a step in the right direction and some would go even a step further and leave out other subjects. There is more in the suggestion of the Committee of Fifteen than appears on the surface, when the recommendation of twenty pages for percentage and interest is given. We find that the best text-books of the present time devote from fifty to seventy pages to the above subjects, and include profit and loss, commission and brokerage, commercial discount, taxes, duties or customs, insurance, interest, annual interest, compound interest, promissory notes, partial payments, true discount, bank discount, commercial discount, stocks and bonds, and exchange. We find it to be true among pupils, and in a measure among teachers, that, after percentage has been taught in a formal way under the numerous heads mentioned, they are prone, when given a problem, to study out and calculate under what head it comes and immediately apply the rule, instead of finding out the fundamental principles of percentage which are embodied in the problem. If some means of teaching can be devised whereby less of rule and more of principle be used in the teaching of percentage, a lasting boon will be given the teachers of this subject.

We believe the practice of giving the teachers many problems in measurements is a good one; practical work in carpeting, plastering, roofing, and flooring, measuring wood and lumber, etc., come under the useful side of arithmetic; and the teacher should be familiar with the common methods of computing the same. There is a certain class of problems given to teachers which is rapidly disappearing from the examinations in Michigan, but are still given in other states, which would better be left out entirely. I quote several from examinations given in other states:

1. "If alcohol is 80 per cent as heavy as water, how much will a jar of water weigh, if the same jar filled with alcohol weighs 21 kilograms? What is the volume of the water if the temperature is 4 degrees centigrade?"

2. "At what time between 10 and 11 o'clock do the hour and minute hands of a watch coincide?"

3. "Reduce 24 gallons to liters."

(The following shows the carelessness of the framer of the question.)

4. "Find cost of the following bill of lumber: 10 pieces 14 feet long 2 by 8 in., 15 pieces 20 feet long 4 by 4 in., 12 pieces 12 feet long 1 by 6 in., at \$25 per 1,000, and of shingles to cover 140 square feet, each shingle to lay four inches to the weather. A shingle is four inches wide." From the question it is not possible to find the cost of the shingles. "\$25 per 1,000" in the first part of the problem means \$25 per 1,000 feet; it cannot in the last part mean \$25 per 1,000 shingles.

5. "(a) Add 7-11, 14-135, and 14-25;

(b) Reduce each to a circulating decimal."

6. "One-fifth of the time past noon equals three-fourths of the time until midnight; what time is it?"

In one problem, I find among other things the teacher is told to write the value decimally of $\frac{1}{2}$ with the decimal point before it. The late Prof. Olney says: "It is as ridiculous to inquire what $\frac{1}{2}$ means as to inquire what q r s t spells."

And all such problems as the above are given to teachers in order to find out how well they are prepared to teach young pupils arithmetic in the grades! It seems to me to be an entirely wrong way to find out real ability.

We believe more questions pertaining to geometry may well be given in third and second grade examinations, but we are not prepared to say that such a subject as formal geometry should be added as a requirement for such grade certificates. It has been the custom of the past to leave geometry in all its forms to be taught after the pupil has become thoroughly acquainted with the elements of arithmetic or, in other words, in the high school. We believe, however, that the elements of geometry, sometimes called measurements, are much easier than the elements of arithmetic, and should be given first. The ideas of number are much more abstract than the ideas of form. The child four or five years of age finds no difficulty in recognizing most of the ordinary geometrical figures, while he has much difficulty with the more abstract ideas of arithmetic. The instructor, therefore, should be able to teach intelligently such parts of measurements, or form study, as will lead the pupil most readily to comprehend the idea of number.

I have read, with ever increasing interest, the verbatim reports of recitations in arithmetic in the schools of Kansas City, Missouri, given in the annual report of the Commissioner of Education, Volume I, of the year 1893-1894. Such recitations begin with the idea of form, and I can recommend all that is given as highly beneficial to teachers of arithmetic in the grades. I am much in favor of the study of the elements of geometry in the eighth grade in our public schools; but here again the mere ability to be able to demonstrate a certain number of given propositions, does not warrant the successful instruction in the subject before a class of boys and girls.

Finally, I am not in favor of examination of teachers in the city schools, except at the time of entrance into the profession. The superintendent and board of education should from that time on be judges of success or failure. The examination of city teachers should differ from the examination of rural teachers as now given, and should be given, one for the primary department and one for the grammar department.

GENERAL DISCUSSION.

N. H. HAYDEN, Constantine:

I notice that Mr. Hammond made allusion to the fact that the relations between base, rate, and percentage should be understood by the pupils. As Mr. Hammond is not here to answer my question, I would be pleased if some one else would answer it. I would like to know if it is advisable to teach pupils by base, rate, and percentage?

SUPT. F. D. SMITH, Greenville:

I am very anxious to express my opinion. I thought about this while Mr. Hammond was reading his paper. It seems to me that no greater harm has ever been done than to drill pupils in base, rate, and percentage. Unless they are natural mathematicians they will begin to think under what formula it comes; I am convinced that teaching by formula is very harmful.

If Mr. Simmons were present, I would like to ask him several questions. Should not the teacher have a better knowledge than simply to pass the State examination? I would not say that they should have a knowledge of trigonometry, but a better knowledge of arithmetic and algebra than is necessary to pass the examination?

(Mr. Smith related two stories showing the importance of practical work, and thought that pupils should have instructions along this line.)

SUPT. E. A. WILSON, Benton Harbor:

A great many of our teachers fail on the subject of mathematics. It is a fact that in our State examinations a large percentage of our teachers have failed, and especially in arithmetic, algebra, and geometry. I think that the examinations should be broad, snug, and comprehensive, and perhaps they should test the ones examined along the line of teaching qualities more than they do. There is a large number deficient along the line of knowledge in mathematics, because they spend more time along other lines of school work and consequently are not as well prepared in this as in other branches.

N. H. HAYDEN:

I would like to ask Mr. Bellis what he means by keeping a record. I would like to know how this record would be kept.

PROF. BELLIS:

I do not keep a daily record; I never did, and I never will. I take into account everything. About once a week I mark my estimate of their ability, but I do not keep a daily record.

I would like to say just a word about base, rate, and percentage; I call these multiplicand, multiplier, and product. There is no formula in that, and I never found this method to fail.

DR. D. E. SMITH, Ypsilanti:

This is a very important discussion; it is something that is very interesting. There is no doubt but that our examination questions are the best that are made out in this part of the country, but there is room for improvement. It seems to me that the discussion we have had today will not be productive of greater good unless we profit by it in some way, therefore I would move the following:—

Resolved, That a committee of five be appointed by the chairman to prepare a series of resolutions reflecting the spirit of this meeting with regard to the examinations in mathematics to be set for teachers in our primary and secondary schools, the committee to report at the next annual meeting of this section.

The resolution was carried and committee appointed as follows:—David E. Smith, Ypsilanti; W. G. Coburn, Battle Creek; F. D. Smith, Greenville; C. E. Palmerlee, Lapeer; J. W. Simmons, Owosso.

STUDIES IN MATHEMATICAL EDUCATION.

[An abstract of this paper appeared in *The Educational Review*, April, 1897.]

PROF. DAVID EUGENE SMITH, YPSILANTI.

The object of the present paper is the application, in an unpretending way, of some of the methods of child-study to children of a larger growth, with a view to finding the present status of arithmetic in the rural and village schools. The normal schools of the country draw very largely from these sources; and for this reason, as well as on account of the maturity and experience of the students, the field of inquiry was taken in these institutions. Several thousand blanks were distributed among a considerable number of normal schools, and through the coöperation of the various principals some four thousand were filled out, representing nineteen institutions scattered from New England to California. There were sixty-two questions on each blank, so that the replies aggregated somewhere near a quarter of a million, a number so large as to preclude any attempt at a complete classification. This impossibility to classify is evident from the fact that not only is it an enormous task to summarize even a few*, but the interest lies largely (1) in the combinations of the answers to certain classes of questions, thus leading to the study of causes, and (2) in the consideration of the effects of local influences.

Since the reliability of the replies and the general value of the opinions expressed depend largely upon the maturity and experience of those who contribute, it should be premised that the average age of the 3,000 women was 19.8 years, and of the 1,000 men 20.7 years. These ages varied somewhat in different parts of the country, the respective averages of the women and men reporting from Pennsylvania, for example, being 18.8 and 19.4; from New York, 19.7 and 20.5; from Michigan, 20.5 and 21; and farther west, 19.8 and 21.2.

* For assistance in this arduous labor the writer wishes to acknowledge his indebtedness to certain of his professional students, and especially to Miss Elizabeth Newell Fairchild, one of his assistants.

Not only are normal students more mature in years than is generally supposed, but they are also more mature in professional experience. While comparatively few go into the rural schools after graduation, very many teach in these schools during their course, serving one year to get the means to carry on normal work the next. In general, 43 per cent of those reporting had taught mathematics of some kind for a period averaging 2.25 years each. Numerous others had taught in high schools without teaching mathematics, so that probably 50 per cent or more had had some professional experience. In some schools the percentage ran considerably below this mean, while in our own institution 48 per cent had taught arithmetic, algebra, or geometry.

In the compilation of these statistics it should also be stated that there has been no thesis to defend. The object has been merely the securing of data from which all may draw such conclusions as seem legitimate. Much of the work may seem to contribute little to the stock of positive knowledge; but it is of value even to know what lines of inquiry are unproductive, while on the other hand for those who are "teachers of teachers" some of the replies may be at least suggestive.

In the first place inquiry was made to ascertain if a taste for the subject was to any considerable extent a gauge of success. This being *a priori* probable, it was then the purpose to ascertain the attitude of students towards mathematics, and the causes for, or at least some conditions of mind accompanying, this attitude. It was found that 43 per cent claim the power readily to solve new problems in algebra, and that of these 83 per cent like mathematics, while of the 26 per cent* who claim not to have this power, only 54 per cent like the subject. Of the geometry students 22 per cent claim that they readily prove new propositions in that branch, 82 per cent of these liking mathematics; 28 per cent cannot readily attack new propositions, and of these only 62 per cent like the subject. The relation between success in mathematics and a taste for the science is, therefore, what might have been anticipated.

Further inquiry into the question of taste for the subject yielded the following results: 70 per cent state positively that they like mathematics, 22 per cent that they dislike it, the other 8 per cent answering indefinitely. In our own State the result is decidedly more favorable, 82 per cent of the women and 74 per cent of the men claiming a fondness for the science. As would naturally be expected, however, this dislike is less manifest among those who have taught the subject; of these, 76 per cent have a positive liking for it, only 16 per cent claiming an antagonistic feeling.

A series of inquiries was then made to ascertain, if possible, some of the causes for this disposition. It was found that before entering upon their normal training 53 per cent were accustomed, in solving problems, to depend upon rules, the solution being largely mechanical, and that 31 per cent depended chiefly on analysis. Of those who trusted to rules, 66 per cent liked mathematics and 27 per cent disliked it, while of those who did not depend on this mechanism, 77 per cent disliked the subject and only 16 per cent did not. The number depending on rules naturally diminished to a great extent after entering the normal school,

*In all cases there were numerous indefinite answers, in this case of 31 per cent. This accounts for the fact that in no case is the 100 per cent fully reached.

becoming only 15 per cent of the total, 71 per cent trusting to some form of analysis.

Inquiry was then made as to whether a taste for the subject accompanies the ability to hold in mind somewhat elaborate calculations. Fifty-nine per cent claim the power of carrying fairly long calculations in the mind, and of these 78 per cent like and 15 per cent dislike the subject. Of those who say that they have not this power, only 57 per cent like the subject, while 37 per cent dislike it. The bearing of the inquiry on the teaching of oral arithmetic is interesting; one recalls Dr. Biber's testimony as to Pestalozzi's method, that "its interest consisted entirely in the mental exercise which it involved, and its benefit in the increase of strength and acuteness which the mind derived from that exercise." Similar results appeared when students of geometry were interrogated as to their power readily to construct and hold in mind geometric figures. Thirty-seven per cent claim to have this power, 13 per cent saying that they do not possess it, and half of the total number answering indefinitely. Of those who claim the power, however, 75 per cent like geometry, 17 per cent disliking it; of those who assert that they do not possess the power, only 60 per cent have a taste for the subject, while 32 per cent are antagonistic to it.

The relation of memory to success in mathematics was then considered. Students so often excuse their failures on the ground of "poor memory," unmindful of the numerous instances of this characteristic among the greatest mathematicians, that the inquiry promised some interest. The absence of any definite standard of measurement in this, as in other questions, resulted in a large number of uncertain replies. Forty-seven per cent, however, claimed good memories, while 22 per cent asserted that they were not thus favored. Of the first class only 67 per cent like mathematics, while 25 per cent confess a dislike toward the science; of the second class, 73 per cent like and 19 per cent dislike the subject. In particular, of the 14 per cent who find it necessary to memorize their proofs in geometry, only 61 per cent like mathematics, while of the 43 per cent who do not have this misfortune, 73 per cent like the science. The question naturally suggests itself as to whether a good memory for formulæ tempts the possessor to memorize rules, proofs, and analyses, thus leading the student from the very goal which mathematics seeks.

Along the same line goes the inquiry as to the power to readily classify (group),—for example, to notice the likeness of persons, figures, formulæ, etc. Some 68 per cent claim this power, 70 per cent of these liking mathematics, while of the 13 per cent who assert that they recognize no such power in themselves, 74 per cent like the subject. The difference is slight, but it harmonizes with the results of the inquiry on memory.

Rapidity of thought and speech do not seem at all necessary for success in this field. Twenty-nine per cent claim this rapidity, and of these 67 per cent like mathematics, while 42 per cent say that they are slow in thought and speech, and of these 72 per cent like the subject. The difference is not great, but it suggests that the more patient student is the one who succeeds in the subject.

On the other hand, the ability to focus the attention quickly accompanies success in the subject. Forty-seven per cent have this ability, 72 per cent of this class liking and 21 per cent disliking the science; 20 per

cent are slow in focusing the attention, and of these only 67 per cent like the subject, while 25 per cent dislike it.

On the question of literary taste it is doubtful if the answers were as well thought out as in the other lines. What is prose and what is poetry are too delicate questions to be answered at random. The replies were, however, tabulated, 39 per cent claiming preference for poetry and 53 per cent for prose. Of the former, 67 per cent like mathematics, and of the latter 71 per cent. The same may be said of the answers relating to love of society; 65 per cent claim a taste for society, 71 per cent of them liking mathematics; 20 per cent claim a taste for solitude, 69 per cent of these liking the subject.

A question which is suggestive to those interested in reform in the teaching of arithmetic is one relating to the taste of students for the various branches of elementary mathematics. Of those who have studied arithmetic, algebra, and geometry, nearly two-thirds express a decided preference for some one over the others; 9 per cent like arithmetic best, 30 per cent algebra, 24 per cent geometry. Of those liking geometry best, a greater proportion like mathematics than of those expressing preference for either of the other branches. The cause of this taste for one branch over the others might at first thought seem to be related to the ease of the subjects. This, however, is not the case, as will be seen from the following table:

	Liked best by	Found easiest by
Arithmetic	9%	18%
Algebra	30%	20%
Geometry	24%	17%

Thus while geometry is more difficult than arithmetic, it is liked by nearly three times as many students.

This statement of the relative difficulty of subjects suggests the question of cause. Of the two-thirds who gave definite replies, 35 per cent felt that their preference was due to a natural bent of mind, 27 per cent attributing it to superior teachers in the respective lines.

The question as to the way in which students think of numbers was, of course, suggested by Galton's investigations. Twenty-six per cent say that in performing operations they pronounce the numbers to themselves, 33 per cent visualize the numerals, 12 per cent imagine themselves writing them. Only 20 out of the 4,000 claim to have a color image, while especially curious forms are mentioned by only 8. None of these peculiarities materially affect the general average of taste for mathematics.

As to their early instruction, many confessed to have forgotten the first steps in arithmetic. Seventy-five per cent, however, believed that they were first taught to count by merely learning the names, one, two, etc., without having any objects in hand. Since these replies chiefly relate to the work of the rural schools of twelve to fifteen years ago, the statements are probably not far from the truth. The taste for mathematics proved to be substantially the same for one class as for the other.

The question of taste for the various branches of learning was then considered. Students were asked which of these four branches they liked best, and with the following results in per cent:

	Languages.	Natural Science.	Mathematics.	History.
Women	21	11	29	19
Men	10	21	30	21

The same statistics computed for the State of Michigan alone did not vary materially from the above general average.

An attempt was then made to ascertain the reason for this taste; one-third of the women, however, and two-thirds of the men, gave indefinite replies. Of the men whose answers could be classified into two groups (those attributing their tastes to natural bent of mind and those attributing them to good teachers), the replies were as follows:

	Languages.	Natural Science.	Mathematics.	History.
Natural bent.....	3	6	9	7
Good teachers.....	1	1	4	2
<i>The women replied:</i>				
Natural bent.....	6	3	9	6
Good teachers.....	3	2	3	3

The taste for mathematics undergoes a marked change for the better as the student passes from arithmetic, as taught in our rural and village schools, to the study of algebra. Half of those reporting said that their tastes had changed materially after studying algebra. Of these, 88 per cent of the women and 92 per cent of the men say that this change was towards liking mathematics.

An attempt was then made to ascertain what was the greatest difficulty experienced in the early steps in the subject. The following question was asked: "As you recall your early instruction in arithmetic, what seems the greatest difficulty which you experienced in learning the subject?" The replies were not very satisfactory, only 60 per cent of the men and 52 per cent of the women recalling their difficulties sufficiently to state them. Of these, 29 per cent of the men and 33 per cent of the women state that their greatest troubles were with the fundamental operations, 18 per cent of each with fractions, about 14 per cent of each with learning rules, and an equal number with formal analyses.

The question was then asked: "What seems to you the most objectionable way in which arithmetic was taught to you?" This was answered by about 70 per cent, of whom one-third were emphatic in their objection to memorizing arbitrary rules; about a fourth claimed that the work lost interest because it was made too abstract; 12 per cent attributed the difficulty to the want of analysis,—of the use of their logical powers; and about 4 or 5 per cent were found for each of the following causes—the subject was not made to seem practical, pupils were confined too closely to the book and worked too exclusively for

answers, the teacher failed clearly to develop the new subjects, a lack of thoroughness, and poor teachers. Without specifying other replies to this question, it is evident that those already noted are closely related. The ill understood rule, the lack of practical application, the want of analysis and development and drill, the working merely for the answer,—all this is so foreign to good work that the entire difficulty would seem to be removable by the easy efforts of a well-trained and earnest teacher. Only 14 men and 45 women out of the whole 4,000 thought that too much work was required, although many advised a change in some of the subject matter.

The preceding question naturally suggested the following: "What do you recall as the greatest excellence in your instruction by your best teacher of mathematics before entering the school which you now attend?" Of the 70 per cent who replied, the more definite answers are as follows, in per cents:

	Women.	Men.
Good analysis.....	25	27
Clear explanation and development.....	17	15
Thoroughness.....	17	18
Practical, original.....	10	14

The replies are not exact enough to be of great value, the others being along similar lines and including patience, enthusiasm, accuracy, continued reviews, etc.

The question was finally asked of those who had taught the subject, as to (1) their greatest difficulty, and (2) the greatest need for reform in the work. Of those replying, 41 per cent of the women and 46 per cent of the men found their greatest difficulty with getting a clear analysis, and hence, possibly, with clearly understanding the subject themselves; some 10 per cent had trouble in keeping up the interest of the pupils, and an equal number were not successful in making the work practical.

In the way of reforms, 30 per cent of those who replied claim that the most urgent need is for clearer analysis; 26 per cent of the men and 18 per cent of the women lay stress on making the subject more practical; some 12 per cent feel that the work is made too abstract, while 10 per cent demand more drill in teaching.

Thus while the inquiry reveals little that is new, it may serve to emphasize the demand on the part of our leading normal schools and colleges for much more extended scholarship on the part of their graduates and for a broader view of the pedagogy of the subject.

PROF. BEMAN:

I might say at this point that, at the last meeting of the Michigan Schoolmasters' Conference at Ann Arbor in the spring, the papers had very largely to deal with the teaching of arithmetic; the principal paper by Prof. Ferris, and reviews by Supt. Whitney and Miss Hedrick have been printed, and a few have been brought here for those who wish one.

A motion to re-elect Prof. Beman as president and Prin. Austin as secretary of this section was unanimously carried. Prof. Beman spoke a few words of appreciation both for himself and the secretary, and the College Section adjourned.

MUSIC SECTION.

PROGRAM.

TUESDAY, A. M.

Music.

Paper—"Physical Culture as an Aid to Music," Mrs. Clara Louise Bartholomew, Detroit.

P. M.

Music.

Paper—"The Care of Children's Voices," Lucy K. Cole, Ann Arbor.

Paper—"Music an Aid to the Regular Teacher," Harriet Cox, Port Huron.

This section, which was organized one year ago, opened its session on Tuesday morning, Dec. 29, Mrs. Emma A. Thomas presiding.

Miss Scofield, the secretary, having resigned, the chair appointed Miss Fannie Keavy of Tecumseh as secretary pro tem., and the first paper on the program was at once taken up. It proved very interesting and the general discussion led by Mr. Shepherd of Grand Rapids was enjoyed by all. Below is the paper:

PHYSICAL CULTURE AS AN AID TO MUSIC.

MRS. CLARA LOUISE BARTHOLOMEW, DETROIT.

Since the time when the ladies of the court of Greece assembled together that they might receive instruction from Sappho in music and gymnastics, these two branches have been more or less intimately connected. Why did the Greeks lay such great stress on these two subjects?

Music in that age included reading, writing, mathematics, and in fact all the branches. It was in the hands of the philosophers, astronomers, and scientists, and was taught along with philosophy, science, and oratory. Musical history gives us this from Plato: "All one-sided musicians should be banished from the realm. They are the 'jacks' of the nation." A one-sided musician was one that simply had the ability to perform upon some instrument or sing a few tunes. In other words, he represented that class who studied that in music which brought out the emotional nature, and neglected that part which developed the intellectual side. The Greeks had discovered a psychological law here that we seem to have lost sight of in the present time.

Gymnastics were to develop the symmetry of motion; music, the symmetry of conception. Here we see that this nation had made another discovery which has been forgotten almost entirely at the present time. There can be no true physical training without rhythm. There are no straight lines in the body; in fact there are no straight lines in nature.

The body moves in curves. For example, the center of the circle described by the hand is the wrist; of the head the neck, and so on. The moment we think of curves we think of rhythm. True physical training should instill rhythm into the pupils' bodies. What a great assistance this would be to the musician. Give the pupil a correct position, sitting and standing, the power to breathe correctly and a sense of rhythm, and some of the worst stumbling blocks for the music teacher are removed. It gives the student that completeness of which Mr. Tomlins speaks so often. As he says, "We cannot sing joy, unless we feel it." The moment we truly feel the sensation, the body spontaneously expresses it. We cannot have this spontaneity of bodily expression without completeness. To sing a thought and give it mental and physical expression is the highest in musical art. What is grand opera but this? In order to reach this height, as I said before, symmetry of motion and symmetry of expression must go hand in hand.

My work makes me realize more and more clearly that the ideal scholar or teacher, is the outcome of a healthy body. "A corrupt tree cannot bring forth good fruit." This is even more true of the ideal voice. In order that one may gratify the higher aspirations, they must first develop the practical force which is such an essential. None but a healthy plant can produce a healthy or perfect flower.

Too many sing on nerve force alone, instead of from out the resources of a thoroughly developed physical system. Can anything more distressing be imagined than to see a highly finished soprano straining every nerve to make herself heard in a reasonable sized auditorium? Neglect of her muscles had left her with knowledge only, but no power to execute. Singing is of itself one of the best forms of hygienic exercise; but unfortunately too many singers rely on this entirely. And, while it is conducive to the health, it is not sufficient either to health or development. Daily bodily exercise is of first importance to the pupil or teacher of music. With it come vigorous muscles, a clear head, freely acting lungs, perfect circulation, steady nerves, and the ability to use to advantage all one's gifts and endowments.

One of the leading choir masters of Europe has made this statement: "It has seemed to me an important point, in the choice of choir boys, to select those of sound health. Very few pupils appear for instruction in music who do not have first to go through a drill in gymnastics as to correct position, sitting and standing, and breathing exercises."

How many teachers of music give any thought to ventilation? If pure air is necessary to any one class, it is the vocalist. For he not only uses the air as we do for food, but it is of course the agent through which the voice is formed; and yet how often we practice and give instruction in an ill-ventilated room.

To touch a moment on food and nourishment,—the statistics brought out by the same choir masters are simply astonishing. I will not stop to go into detail, but it has been well demonstrated that good nourishment has much to do with the condition of the voice. An insufficient amount will produce a harshness and "twanginess" which is easily heard, but difficult to explain. The same choir masters have carefully compared the voices of boys well fed with those poorly fed; also the voices of strong boys with those of weak ones, and have decided that, in order to

preserve the voice, sufficient food, good clothing, and physical exercise are a necessity.

There is nothing in the study of music inconsistent with highest physical development. As we have said, singing in itself is one of the best forms of exercise. Add to this symmetrical mental and physical culture, and the singer would be among the noblest types of manhood and womanhood, for what use is to the violin, exercise is to the voice.

Election of officers resulted as follows:

President—Mrs. Emma A. Thomas, Detroit.

Vice President—G. C. Shepherd, Grand Rapids.

Secretary—Jessie Holt, Lansing.

This concluded the morning session.

Wednesday Afternoon.

At 2 p. m. the section re-convened and listened to some very interesting singing by the first and fifth grade pupils of the Lansing schools led by Miss Holt, after which the following paper was read:

THE CARE OF CHILDREN'S VOICES.

LUCY K. COLE, ANN ARBOR.

Much has been said and written regarding the material used for music work in the school room, but comparatively little in regard to the manner in which such material shall be used.

The average teacher deems her duty ended in regard to the music lesson when the children have learned to "keep the time" and sing the songs as written. True, with the vast amount of work required of our grade teachers, there is very little time for doing more than technical work in any branch; and voice culture, as such, cannot be successfully carried on in our school rooms. But what we special teachers of music most desire in our school work is, not so much the cultivation of the child voice, as to preserve it in its natural simplicity and beauty.

But the short time, fifteen or twenty minutes each day, devoted to music in the school room, is not the only place where benefit or injury may be done the child voice. How often one passes a school building and hears a class reciting the multiplication table together or spelling in concert in the loudest, harshest tones, very annoying to the listener and very injurious to the voices of the children. Many teachers complain that they cannot arouse any enthusiasm in their classes unless they permit them to talk very loud—in fact many teachers allow their voices to rise in pitch and intensity with their growing interest in the subject at hand. In so doing they practically admit that the physical is the dominant power in their natures, that the mental can only be aroused when the nervous organism is at its highest pitch of energy. They are wearing themselves out needlessly, and preparing their classes for nervous pros-

tration in their later school life. Furthermore, it has been demonstrated that the mind works best when the body is quiet and passive. It is the "still small voice" that is potent. Every orator knows how to secure the breathless attention of his audience by lowering his voice to a whisper and using a very intense tone. It is the quality of tone, not the pitch or loudness, that carries weight and makes the lasting impression upon the listener.

Education is supposed to include culture and refinement; but the unrestrained, almost disrespectful tone, in which many classes are permitted to answer the teacher, is anything but cultured and refined. Voice culture has proven that the light, natural tone carries much farther than the loud, unnatural tone. The child enters school with this light, tiny voice. If he is fortunate enough to have a teacher with a clear soprano voice, all is well; but if the teacher have a low voice, then much harm may be done his voice. The speaking voice of the child of five or six years of age is seldom pitched below G. Imagine the injury resulting from forcing it down to C or B. It is possible to do more harm to the child voice in the first two years of his school life than in any later period, by pitching everything too low for him. The dust and impure air of the school room are very bad for the voice. Singing while marching is also very injurious and should always be discouraged by the special teacher.

The care of the child voice, then, is practically the care of the child. The voice is only the medium for the expression of what his mind and soul have experienced. If he has only the true and beautiful given him, surely his expression of it will be beautiful. If he hears only gentle, refined tones, both in speech and song, his own cannot fail to be a more or less correct echo. Therefore, let us surround the child only with those tones and melodies of life which we wish him to express—then give him songs, pure, simple, and entirely within the comprehension of his little mind and heart, and no one need fear that their rendering will be anything but beneficial to the voice of the little singer.

Mr. Renwick of Muskegon led the short discussion that followed, and then came the final paper of the program:

MUSIC AN AID TO THE REGULAR TEACHER.

HARRIET COX, PORT HURON.

It has often been said that music is the language of the emotions; but what there is in music to act upon the emotions or how it both expresses and excites it, sometimes compelling the mind to clothe the awakened emotions with definite ideas, at others, dispensing with ideas altogether—this has never yet been explained.

The Greeks considered music the language of the Gods. Among them it ranked highest in education, and they correlated it with other subjects of discipline. Even mathematics bore a close relationship to rhythm, and music was in everything. It was rhythm—music—that influenced

the heart and made for character. They recognized it as the sovereign force over the passions of the human soul, and so great was their faith in music that they made it the mold for the entire structure of the social and art life of their world.

The ancient Hebrews paid the highest honor and respect to music.

If, then, music be the language of the emotions, we bring a new curriculum into the school room, for the emotions control the will, the will the actions, and the actions the life.

The object of this "new education" is, then, to obtain greater life, greater living, and greater happiness, since true happiness consists in our ability to appreciate nature, art, and through art, the divine. You cannot teach a child art by showing him pictures—he must be taught to draw. You cannot lead a child to appreciate music, unless you teach him to read music. "If you make the child happy now," says Sidney Smith, "you make him happy twenty years from now, by the memory of it." And there is nothing which tends toward the happiness of the child more than music and song. Nothing that so tends toward the cultivation of higher emotions and the purity of social life. Psychology, the result of practical teaching, is now studying the child to see what the requirements are for preparing him to receive this "new education."

Good teaching in music is not psychologically different from the good teaching of any common branch of study. It depends more on the manner of presentation than on a profound knowledge of the subject being taught. An earnest teacher should be an earnest student as well. The same pedagogical principles must be applied to music as are demanded in any successful general teaching.

Children must be alive, and if alive for singing, alive for many other things. They must be vitalized, aroused, interested, and so made receptive. If receptive for music, receptive for other things. Music stimulates a mental activity which is carried to all studies pursued in conjunction with it.

The study of music forms habits of attention and observation, cultivates the judgment and memory, sharpens the wits, teaches one to think quickly,—to say nothing of its help in reading, arithmetic, geography and history. To the teacher of a primary grade, it is invaluable. I might here mention many songs which would greatly aid language work, science, nature study, and even arithmetic.

Habits of cleanliness, neatness, industry, may be inculcated by the use of suitable songs and song games. Music appeals to all that is good and true in the child nature. It drives out so many other things that are undesirable. It touches the soul and lifts him out of his baser self, into a higher and nobler attitude of thought and feeling. Its effects on the discipline of a school prove this assertion.

Luther says, "Music is a discipline—a mistress of order and good manners. She makes the people milder and more gentle, more moral, and more reasonable." An unmanageable class of pupils may be brought into subjection by the singing of a bright, jolly song or marching a lively march. Music, and particularly singing, is optimistic in a high degree; and there is no exercise in the school-room which so thoroughly dissipates an air of fatigue or worry, and puts the child in so favorable an attitude for learning.

Comenius more than 275 years ago gave the maxim "Learn to do by doing." I would say, "Learn to sing by singing." Give some time each day to the study and practice of music, both as a matter of voice culture and as recreation. One of the best means of curing absence and tardiness is to make the opening exercises so attractive and interesting with songs and song-games that the children will feel they have suffered a loss by being away at that time. Nothing is too good for the boys and girls, from whatever source it comes; and no trouble is ill-taken that results in training them to sing sweetly and well. There is always hope for a boy so long as he cares for song. There is always hope for a home so long as somebody in it can sing. Playing on instruments is good, but can never take the place of song; for musical training can never produce its best results unless accompanied by moral training, and that comes largely through the welding together of music and words of healthful sentiment.

In conclusion I would say the public schools alone stand as the medium through which the masses may obtain this moral and musical training. It remains with them to make missionaries of the boys and girls, and then send them as such to their own homes. The American people believe in education, and through that faith we may hope to see music take its proper place as a study universal in the educational system of our nation.

This paper called forth a highly interesting discussion led by Supt. Hull of Albion, after which the meeting adjourned.

PHYSICAL CULTURE SECTION.

PROGRAM.

Paper, "Physical Culture," Dr. Kellogg, Battle Creek.

General Discussion.

Election of Officers.

This newly-organized section met in the parlors of the Baptist church and elected Mrs. Clara L. Bartholomew of Detroit as chairman and Miss Amy Z. Peavey of Battle Creek as secretary.

Dr. Kellogg of Battle Creek had prepared a paper on physical culture, which in his absence was read by Miss Eliza B. Burleigh, but was not given in for publication.

Brief discussions of some phases of the subject, especially that of the ventilation of school-rooms, were given by Mrs. Fannie C. Burton, Ypsilanti; Miss Alice G. Snyder, Ann Arbor; Miss Jean Whitney, Battle Creek. By some misunderstanding no reporter was present, so no account of it can be given.

After the reading of the constitution of the American Association for the Advancement of Physical Education, it was decided to organize a

district branch of that body for Michigan, and the following officers were elected for 1897:

President, Dr. Eliza M. Mosher, Ann Arbor; first vice president, Mrs. Clara L. Bartholomew, Detroit; second vice president, Mrs. Fannie C. Burton, Ypsilanti; secretary, Mr. W. P. Bowen, Ypsilanti; treasurer, Miss Jean Whitney, Battle Creek. Additional members of executive committee: Miss Nettie D. Kimberlin, Detroit; Miss Carrie Berry Phelps, Adrian; Miss Cora Marsland, Olivet.

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EXPLANATORY.

Previous to 1892 no general index of the annual reports had ever been made, but in the report of that year the deficiency was supplied by a general index up to 1892. Therefore the present volume begins with that year and brings the index up to date.

NOTES.

1. With the exception of one (report of 1892) the reports are all indexed by years and pages, the two parts being indicated by Roman letters. Thus, 93 I-17 would mean part I, page 17, of the report of 1893; or 93 II-25 would mean part II, page 25, of the report of 1893.

2. The report of 1892 is not thus subdivided into parts I and II, but two sets of pagings are used, one in Roman, the other in Arabic numerals. Thus in this report 92-XV and 92-15 would indicate page 15 of parts I and II respectively.

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EIGHTH BIENNIAL REPORT

OF THE

STATE BOARD OF EDUCATION

OF THE

STATE OF MICHIGAN

FROM

JUNE 30, 1894, TO JUNE 30, 1896

BY AUTHORITY

REPORT.

To the Honorable, the Legislature of the State of Michigan:

In obedience with the requirements of the law defining the duties of the State Board of Education, we hereby present to you a report of the business and general transactions under the auspices of the Board during the two years ending June 30, 1896.

DUTIES OF THE BOARD.

That your honorable body may be reminded of the duties which, by the constitution and through several legislative enactments now devolve upon the State Board of Education, it may be best to herein review them:

Section 9, Article XIII, of the Constitution gives to the State Board of Education general supervision of the State Normal School and provides that their further duties may be prescribed by law.

A second normal school, the Central Michigan Normal School, was established by the legislature of 1895 at Mt. Pleasant, this institution being also under the supervision of this Board.

Semi-annual examinations are held under the auspices of the Board for the purpose of granting life certificates to teach throughout the State, to such teachers as prove themselves possessed of the required scholarship, general culture, and teaching experience.

The law requiring that instruction shall be given in the schools of the State relative to the injurious effects of stimulants and narcotics, makes it the duty of the State Board of Education to examine all text books on physiology and hygiene, and to approve only such as contain the minimum amount of subject matter relative to the use of tobacco and alcohol.

In accordance with the provision of Act No. 136 of the Public Acts of 1893, graduates of such colleges of the State as comply with the requirements of the law in the matter of general strength of course and quantity and quality of pedagogical instruction, are given four-year certificates to teach in any of the schools of the State, by the State Board of Education. After four years of successful experience in teaching by such graduates, certificates for life are issued to them by this Board. It is also made the duty of the Board to review the pedagogical courses and the instruction relative to the theory and art of teaching given in the colleges

which have applied for the certificate-granting privilege, and by personal inspection of such work to be assured that the requirements of the law are fully complied with.

The legislature of 1895 also added to the duties of the Board through an act permitting the indorsement, as legal certificates to teach in Michigan, of all certificates of equal worth and legal power from other states.

THE NORMAL SCHOOLS.

We attach hereto reports of Dr. R. G. Boone, principal of the State Normal School at Ypsilanti, and Prof. Charles McKenny, principal of the Central Michigan Normal School at Mt. Pleasant, which present in detail the lines along which these schools are progressing, the work they are doing, and the better attainments towards which they aspire.

The State Normal School is continuing in the line and quality of work which has made it one of the leading normal schools of the United States. The purpose for which it exists, to give to the State teachers who shall be well equipped in the matter of scholarship as also possessed of professional training along the line of their chosen work, is persistently kept in mind; and to attain such purpose in the greatest degree possible is the constant effort of the faculty as a whole, and of each member and assistant. There has never been a time in the history of the State Normal School when its graduates were in greater demand as teachers for the schools of our State by those most familiar with their standing and training than at the present time. The number of fully equipped teachers given to the State has been increasing year by year, and the larger supply has persistently resulted in an increased demand for normal trained teachers. No efforts will be spared on the part of the officers and teachers fully and satisfactorily to meet the demands made upon them, and throughout their work to keep in view the proper relation of the State Normal School to the schools of the State from the highest to the least, in order that all may receive the superior service and higher value which can only come from well prepared and earnestly devoted teachers.

One material feature of growth at the State Normal School which will permit and insure better work in the future, is that of the new training school, for which an appropriation of \$25,000 was made by the legislature of 1895, and which will be ready for occupancy about the first of March, 1897. Inasmuch as there has been some public discussion as to the action and purposes of the board relative to the expenditure of the appropriation for the training school building, it may be best to explain to your honorable body what action was taken, the purposes influencing it, and the results secured. The matter of determining the interior arrangement of the prospective model school building was in part left to persons experienced in school architecture and familiar with the purposes especially desired to be secured in such a building. When the plans had been completed and submitted in accordance with such purposes, it was found that the building called for in such plans could not be completed for the amount of the appropriation. It was therefore thought best to retain the model building plans, to complete the building for present use within the appropriation and, whenever in the future it should seem necessary to add to the building, to do so along the lines of the original plans. In so determining it was not the

purpose of the Board of Education to demand or compel further appropriations for the training school building, until such time as the continued growth of the school made such further appropriations necessary. It was at all times the purpose of the Board to complete the building within the appropriations received, so far, at least, as to make it meet in every respect present and prospective demands upon it, and to render unnecessary further appropriations until, in the judgment of future legislatures, further additions to the building were made necessary. This purpose has been adhered to and the building will doubtless be completed and will be serving the purpose for which it was intended before this report is published for your perusal.

The Central Michigan Normal School has been thus far doing its work under unusual difficulties. No appropriation was made to meet its current expenses when the present building and grounds at Mt. Pleasant were accepted and the school was established by the preceding legislature. Through heroic efforts, however, on the part of the citizens of Mt. Pleasant and more than a little sacrifice on the part of the teachers (one of the leading spirits in such efforts and in such sacrifice being Prof. C. F. R. Bellows, first principal of the school) it has been maintained as a Normal School under the auspices of the State Board of Education during the past two years. The work of the school thus far gives assurance that it will meet the demands for which it was established—to prepare teachers for the rural and ungraded schools of the central and northern sections of the State; and your honorable body will be required during your present session to make a modest appropriation to meet its expenses as a State institution during the years 1897 and 1898.

LIFE CERTIFICATES GRANTED.

The following persons have received State certificates since our last report, as the result of successfully completing the examination required by law:

STATE CERTIFICATES.

1894.

George R. Berkaw,
A. J. Chappell,
E. A. Holden,

C. J. Palmer,
F. W. Wheaton,
L. H. Wood,
Alice Iseman.

1895.

L. H. Baker,
R. E. Doolittle,
George Downs,
E. W. Fleming,
W. W. Gifford,
W. G. Graham,
W. D. Henderson,
H. W. Lawson,
Cora D. Martin,
A. M. McDermott,
H. J. McEwen,

W. M. Milham,
W. J. Morrison,
W. K. Palmer,
A. D. Prentice,
R. W. Putnam,
J. W. Simmons,
C. B. Smith,
W. M. Smith,
L. L. Tyler,
Belle Wallace,
H. E. Ward.

STATE BOARD OF EDUCATION.

1896.

L. G. Avery,
Mrs. T. B. Hartley,
P. H. Kelley,
Otis M. Miles,

William Russell,
Eugene Straight,
B. S. Travis,
E. F. Waldo,
E. D. Watkins.

COLLEGE CERTIFICATES GRANTED.

Certificates giving legal authority to teach in any of the schools of the State for four years, in accordance with the law making it the duty of the Board to issue such certificates, have been granted to the following list of graduates of the several colleges named:

COLLEGE CERTIFICATES.

ADRIAN COLLEGE.

1895.

Elizabeth Gibbs,
Joseph Riley Lenhart,
Lewis H. Richards,

Lilian E. Ravenscroft,
Mabel Louise Terry,
Ella Floy Tobias,
Lucy Belle Webster.

1896.

Clifford W. Crandall,
John Kirke Matthews,
Anna Mary Owens,

Emma G. Painter,
Blanche Anna Van Auken,
William Wert.

ALBION COLLEGE.

1895.

Mabel J. Cannon,
Wilbur I. Cogshall,

May E. Greer,
Charles E. Smith.

1896.

Maude Allen,
Grace E. Armstrong,
Charlotte Z. Aldrich,
Rosa Ball,
Adrian Frank Cooper,
Emily Edith Durfee,
Harriet Gertrude Eddy,
James Bird Field,
S. Pearl Field,
Harriet Belle Mays,

Belle S. McPherson,
Vieva S. Parmater,
Mary Phelps,
Florence A. Riddick,
Edna M. Simmons,
Girard T. Smith,
Fred Oviatt Stoeke,
Ralph Wendell Taylor,
Cora May Vunk,
John Frank Walker,
Leland M. White.

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ALMA COLLEGE.

1896.

Julia May Adams,
Clarissa Safford Booth,
Fred Fullerton,
Mary Ann Girmus,

Winifred E. Heston,
William Almeron Howe,
Elizabeth Ann Jones,
Joseph Thomas Northon.

HILLSDALE COLLEGE.

1895.

Irvin James Bricker,
Ana G. Closson,

Clayton I. Collins,
James Nelson Green,
George W. Green.

1896.

Carrie L. Ashbaugh,
Paul W. Chase,
Grant E. Douglass,
Walter M. French,
Edwin W. Hellaby,
Grace L. Higbee,
Jennie A. Hulce,

Edith F. Myers,
Walter H. North,
Minnie L. Pettit,
Jesse P. Robinson,
Claire E. Sands,
Bertha C. Van Atta,
Charles W. Whitney,
Fred R. Miller.

OLIVET COLLEGE.

1895.

Mary Vinnie Avery,
Mary Rosetta Bryant,
Caroline Augusta Frost,
Isaac Burton Gilbert,
Fannie Baker Hance,
Belle Hart,
Celia Jane Higby,

Stanley Francis Blomfield,
Fred Roys Bush,
Ernest Leonard Luther,
Carl Esek Pray,
William Henry Renther,
Charlotte Van Auken,
Ella Strange.

1896.

Mamie Ella Bilz,
Flora Colby Clough,
Grace Frances Ellis,
Arlo Monroe Flagg,
Eloise Almira Frost,
Edward Howell Goodrich,
Emma Hunt,

Mary Ann Littlefield,
John Gilmore Monroe,
Mamie Strange,
Minnie Belle VandePolder,
Clifford Gilbert Wade,
Ray Wever,
Jessie A. Davis,
Gladys Goddard.

The report of the treasurer of the board, giving in detail the expenditures and receipts in behalf of the State Normal School during the two fiscal years ending with June 30, 1896, is elsewhere presented as a part of this report.

There were no changes in the membership of the board during the period covered by this report; and we believe it can be truly said that the efforts of each member and of the board as a whole, have been to aid in every way to advance the educational interests with which they have had to do and satisfactorily to perform all the duties devolving upon them.

Very respectfully,

PERRY F. POWERS, *President.*

HENRY R. PATTENGILL, *Secretary.*

EUGENE A. WILSON, *Treasurer.*

DAVID A. HAMMOND.

REPORT OF THE PRINCIPAL

FOR THE SCHOOL YEARS 1894-5 AND 1895-6.

To the Honorable, the State Board of Education:

GENTLEMEN—In accordance with the provisions of the law, I have the honor herewith to submit the official report of the principal of the State Normal School for the two years 1894-6.

The two years have shown an improvement of the school in most material respects. The gain in enrollment is marked. For the eight years since September, 1888, two years only have shown a decrease from previous years. The average increase for the entire period is nearly three per cent a year. Excluding the years of slight loss, 1892, 1893, the average yearly gain in enrollment has been five and one-half per cent. For the two years covered by this report the gain was six and one-half per cent. Since the making of the fifth report in 1888, the gain has been about twenty-two per cent, an increase of nearly one-fourth.

Indeed, it does not need to be emphasized to your honorable body that there is little call to be anxious about numbers in Normal School attendance. The accommodations are now taxed to their utmost in almost every department. We only await the opportunity to occupy the new building to find a partial relief from over-crowded teachers' classes. If all grades of the training school could be at once moved into the new quarters, most of this over-pressure could be met and obviated. Leaving off the two wings of the building, however, deprives the school of the use of four school rooms and a number of class rooms, and so but partially meets the need. With the addition of these wings during the coming summer, the opening of school in the fall of 1897 would offer a generous supply of much needed accommodations.

Notwithstanding a lack of funds from what was expected there has been a gratifying increase in the equipment and use of the library. About 2,000 volumes have been added, shelf room has been extended and the furniture repaired. Additional room for both books and readers is greatly needed. The number in the faculty and on the pay roll in other relations remains practically the same as two years ago. The number of high schools on the approved list has been increased, and the original list carefully revised. The senior class becomes yearly larger. For the last biennial period the average annual membership of the graduating class was 156; for the period now under consideration it has been 226, exclu-

sive of those taking advanced and degree work. The number given certificates to teach in June, 1896, was 237. The period has been one of growth in all of these respects.

THE COURSE OF STUDY.

The policy which was begun in 1894, and which was roughly outlined in the seventh biennial report submitted in that year comprised the following characteristics: (1) An increase in the privilege of election among courses and departments; (2) a simplification of the requirements concerning prescribed work; (3) raising the standard of admission, while retaining classes in preparatory subjects, and preserving the common school course; (4) an increase of the amount of professional work required; and (5) a considerable increase in the amount of professional work offered by the several departments as elective.

The school, excepting the musical conservatory, now offers but three courses: (1) A course for "teachers of rural and elementary graded schools;" (2) a two year course for high school graduates; and (3) a longer course for those who have had but a partial high school or only an elementary preparation. This course is four years long except as it may be shortened by credits for advanced standing accepted by heads of departments from other schools. The completion of either of the two courses (2) and (3) entitles the student to a diploma, and a life certificate valid as a teachers' license throughout the State of Michigan.

When the work of the first three years of the long course (see (3) above) has been satisfactorily completed, either because of studies taken and passed here, or of credits accepted here, the student is entitled to an official statement of advancement, and, if taken with not less than twenty weeks of daily practice in the training school, a certificate good as a teachers' license throughout the State for a period of five years.

In the course for high school graduates, forty-one (41) per cent of the work is elective; in the long course, twenty-eight (28) per cent. Every one, before being certificated as a teacher, is required to have had a brief but thorough teachers' study of arithmetic, geography, grammar, reading, language, history, civics, physics or nature study, and music or public school calisthenics, a year and a half each of English, science, history and mathematics, all of secondary grade, one year of psychology, and a certain amount, equal to two periods daily for one half year, of practice teaching and observaion in the training school. It is believed, therefore, that a reasonable care has been taken to guard the elective principle against abuses. So far, the policy has received from those who know it only words of approval. (1) It recognizes the need of a vigorous but many sided secondary training by every teacher for even the most elementary teaching; (2) it concedes the sacredness of individual aptitudes and special capacities in whose cultivation personal efficiency lies; (3) it makes possible a line of training continuing through two, three or four years in the same subject or in related subjects, wherein culture lies.

Below is given a list of the several groups of subjects offered by the school:

SUBJECTS OF INSTRUCTION.

I. *Preparatory Subjects.*

	Weeks.
1. Reading and orthœpy	20
2. English grammar	20
3. English classics	20
4. United States history	20
5. Civil government	20
6. Arithmetic	20
7. Algebra I. (elementary)	20
8. Geography	20
9. Physiology	20
10. Penmanship	10
11. Bookkeeping	10
12. Elementary physics	20
13. Latin, first year	40
14. German, first year	40

II. *Prescribed Subjects.*

1. Academic work—260 weeks:

1. English—rhetoric, literature	60
2. Science—botany, physics	60
3. History—English, American, institutes	60
4. Mathematics—algebra, geometry	60
5. Drawing	20

2. Professional work—190 weeks:

1. Psychology	20
2. Applied psychology	20
3. History and science of education	20
4. Teachers' courses in: (130.)	
a. English grammar	10
b. Reading and language	10
c. Arithmetic	10
d. Geography	10
e. United States History	10
f. Civics	10
g. Physiology	10
h. Physics or nature study	10
i. Music or physical training	10
j. Observation and teaching	40

III. *Elective Subjects.*

1. Academic work—1490 weeks:

1. History—Greek and Roman, Continental, General, United States Political, English Constitutional, Institutes, Political Science and Political Economy, total	140
2. Music—Vocal, Instrumental, Voice Culture, Harmony, Counterpoint, History of Music, and Composition, total	280
3. Mathematics—Advanced Algebra, Trigonometry, Surveying and Analytical Geometry and Calculus, total	80
4. English—Advanced English Literature, Reading, Old and Middle English, English Masterpieces, and Advanced Rhetoric, total	80
5. German, four years	160
6. French, two years	80
7. Latin, six years	240
8. Greek, three years	120
9. Physical Science—Chemistry (one and one-half years), Advanced Physics, and Astronomy, total	100
10. Natural Science—Zoölogy, Geology, and Advanced Botany, total	80
11. Drawing—Advanced Drawing, Advanced Blackboard Sketching, and Sketching from Life, total	50
12. Geography—Physical Geography, and Universal Geography, total	40
13. Physical Training, one year of work	40

2. Professional work—210 weeks:

1. Advanced Psychology	20
2. Educational Systems and Theories	20
3. Kindergarten Instruction	20
4. Method in History	10
5. Elementary Historical Material	10
6. Method in Geometry	10
7. Method in Algebra	10
8. History of Mathematics	10
9. Method in Modern Classics	10
10. Method in Ancient Classics	10
11. Laboratory Practice	10
12. Physical Technics	10
13. Physiological Demonstration	10
14. Biological Technique	10
15. Method in Drawing	10
16. Geographical Material	10
17. Method in Physical Training	10
18. Kindergarten Music	10

CONDITIONS OF ADMISSION.

The purpose announced in the report which precedes this and which had your official sanction and support, to increase the list of entrance examination subjects, has been followed somewhat closely for the two years since.

For the school year 1894-5, examinations for admission were set in arithmetic, grammar, geography and elementary algebra. The year following the list included questions in United States history, civics and physiology. The quality also, of the entrance examinations has greatly improved. Fewer applicants fail entirely and more stand well. The high schools of the State get for a year or two longer the students who would otherwise have applied at the Normal, and are offering very satisfactory instruction. The gain is manifold. The early academic preparation is made less expensive, by being taken at home; the local schools are filled, making better teachers possible; the Normal School is no longer under the necessity of duplicating this academic work and teachers themselves are away from home for a shorter time for their professional training. It is believed that both the ability and character of the student body has been improved by the change. The teachers who go out from us into the public schools of the State are both better equipped and find more desirable positions.

Of the total enrollment (954) for 1894-5, 123 were classed as preparatory students. Of the 985 enrolled in 1895-6, 115 belonged to this class. From which it will appear that about 88 per cent of the entire enrollment are in the regular teachers' classes, to which more than nine-tenths of the preparatory students also are subsequently admitted.

A large and every year an increasing number of students enter the Normal School with more or less of high school training. The number of applicants asking for preparatory instruction has constantly decreased. The number who come credited with a full secondary course and well trained, from the public high schools is large and encouraging.

Of the 452 graduates completing one or another of the courses since the last report, 262 entered as high school graduates. This was 58 per cent. Of the remaining 190, a large majority entered with advanced standing, having had more or less secondary work before coming to the Normal School. Of the total enrollment (954) for 1894-5, nearly 700 had, before entering, full or partial high school training. For the last year the proportion was a little larger. The high schools throughout the State are to be greatly commended for the generally efficient instruction they provide.

Occasional bulletins have been issued from the Normal School and sent to the high schools concerning their academic work and its relation to our school, and with much profit to us. Their attitude has uniformly been interested and coöperative.

At the beginning of this biennial period there were upon our list one hundred twenty (121) accredited schools. This included thirty-three (33) schools approved directly by the State Board of Education, besides eighty-eight (88) others whose graduates are admitted to the University of Michigan also, a total of one hundred twenty-one (121) schools. At the close of the last school year this list was carefully revised, some schools being omitted because of a deterioration of their work, or because of the higher standards at the Normal School, and others added; showing a current list of one hundred thirty (130) approved schools, as follows:

UNIVERSITY LIST.

[Accepted by the Normal School.]

Adrian.	Jonesville.
Albion.	Kalamazoo.
Allegan.	Kalamazoo Female Seminary.
Alpena.	Lake Linden.
Ann Arbor.	Lansing.
Ann Arbor (St. Thomas).	Lapeer.
Battle Creek.	Ludington.
Bay City.	Manistee.
Belding.	Marine City.
Benton Harbor.	Marquette.
Benton Harbor College.	Marshall.
Big Rapids.	Mason.
Birmingham.	Menominee.
Buchanan.	Monroe.
Cadillac.	Mt. Clemens.
Calumet.	Muskegon.
Cassopolis.	Negaunee.
Champion.	Niles.
Charlotte.	Norway.
Coldwater.	Orchard Lake Academy.
Constantine.	Owosso.
Corunna.	Paw Paw.
Decatur.	Petoskey.
Detroit.	Plainwell.
Detroit School for Boys.	Pontiac.
Dowagiac.	Port Huron.
Eaton Rapids.	Portland.
Escanaba.	Raisin Valley Seminary.
Fenton.	Romeo.
Flint.	Saginaw, East Side.
Grand Haven.	Saginaw, West Side.
Grand Rapids.	St. Clair.
Greenville.	St. Johns.
Hancock.	St. Joseph.
Hastings.	St. Louis.
Hillsdale.	Sault Ste. Marie.
Holly.	Schoolcraft.
Houghton.	Sturgis.
Howell.	Tecumseh.
Hudson, West Side.	Three Rivers.
Ionia.	Traverse City.
Iron Mountain.	Union City.
Ironwood.	Vassar.
Ishpeming.	Vicksburg.
Ithaca.	West Bay City.
Jackson, East Side.	Wyandotte.
Jackson, West Side.	Ypsilanti.

SUPPLEMENTARY (NORMAL SCHOOL) LIST.

Almont.....	1897	Midland.....	1898
Armada.....	1899	Milan.....	1899
Bronson.....	1899	Morenci.....	1899
Chelsea.....	1897	Northville.....	1897
Carson City.....	1899	Nashville.....	1899
Dexter.....	1899	Newaygo.....	1899
Dundee.....	1897	Ovid.....	1897
Dearborn.....	1899	Oscoda.....	1899
Elk Rapids.....	1899	Oxford.....	1899
Evart.....	1899	Quincy.....	1897
Galesburg.....	1897	Republic.....	1897
Grass Lake.....	1899	Reed City.....	1899
Hudson, East.....	1898	South Haven.....	1897
Lowell.....	1897	Shelby.....	1899
Manchester.....	1897	Utica.....	1899
Manistique.....	1897	Williamston.....	1897
Marcellus.....	1897	Whitehall.....	1898
Mt. Pleasant.....	1897		

Each school is approved regularly for a period of three years. The dates accompanying the names show when the commissions expire.

These 130 schools represent fifty-six (56) counties of the State and every section. During the past two years eighty-six (86) of the schools have sent graduates to the Normal. Twenty (20) of them have in this period sent ten or more students each. In addition to these approved high schools, applicants are admitted and their standings accepted from the University of Michigan, the State Agricultural College, the Mining School, and the following incorporated institutions: the colleges of Adrian, Albion, Detroit, Hillsdale, Hope, Kalamazoo, Olivet and Alma.

The teachers' course for college graduates has by your official action been extended from one semester to one full year. The change will go into effect September, 1897. The course to be offered is as follows: ■ ■

First Semester. ■ ■

	Weeks.
The History and Science of Education	20
Advanced Psychology.....	10
Professional work in Science	10
Teachers' Course in History.....	10
Elective Method Work.....	30

Second Semester.

School Systems and Theories.....	10
Foreign Language Method, or English	10
Elective Method Work.....	20
Teaching	40

Among the colleges named whose standings are accepted by the Normal School there are, of course, considerable differences in thoroughness, extent of course, character of subjects, efficiency of instruction, etc. It has several times been questioned whether the Normal School should not make some attempt to adjust their relations to our work on the basis of individual credits. The matter is left for your consideration, and your cooperation respectfully solicited.

Besides the cooperation here outlined and annually published in the year book it has been the policy of the school for several years to accept standings more or less freely, but with careful inspection, from other schools, both within and outside our State, the quality of whose work was known to be satisfactory. Occasional schools in Michigan, whose course is too short to allow of their full approval, have enjoyed the privilege of having their instruction in certain subjects count upon our courses. This credit, however, is optional with the heads of departments and every such applicant's case is left to be decided upon its merits.

During the biennial period just closed, the school has had upon its roll graduate or undergraduate students from the following colleges and higher institutions: the University, the Agricultural College, Albion, Adrian, Olivet, Hillsdale and Kalamazoo. While no formal effort has been made to attract students from college alumni to the Normal School, the advantages of the Normal School for thorough instruction and high grade study have been recognized. And it is believed to be a wholesome educational condition that attracts college bred people to professional schools for teachers as well as into law and medical schools and theological seminaries. Whatever the work subsequently of these college students among us, their larger scholarship and longer training must make their public service safer.

Under the provisions here considered, all of the higher institutions in the State, many of the academies and private schools and more than half of the public high schools are closely affiliated with the Normal School and their graduates admitted directly to our classes without examination and usually to advanced standing.

RECOMMENDATIONS.

In section 10, act 194 of the laws of 1889, a clause makes it the duty of the principal of the school to contribute to the board's biennial report, in addition to a general statement of matters pertaining to the immediate direction and control of the school, "such recommendations as he may deem desirable to be made to the board."

More formally, therefore, and in addition to what may have been suggested incidentally elsewhere in this report, the following recommendations are respectfully submitted as deserving of your attention.

I. Conditions of Entrance.

Along with the movement to raise the standard of entrance it has seemed as if the institution owed something to certain agencies through the State that have heretofore had little formal recognition.

By your recent action admission may now be had (1) by one who holds a first grade teachers' license, provided it be endorsed by the State Superintendent of Public Instruction; and (2) by an undergraduate as well as a

graduate of an approved school, who files with the clerk a certified copy of his high school standings. In addition to these it is now recommended that some provision be made by law (if need be) or otherwise, whereby examinations for entrance may be taken in the several counties of the State, or at certain convenient points agreed upon; the questions being sent to examiners in sealed packages in August or earlier, and the manuscripts forwarded to this school to be passed upon. Returns of the results could be made to applicants before the school opens in September, and the work of the year be practically determined in advance of coming to Ypsilanti.

2. *A Summer Session.*

For several years there has been a more or less regular demand for a summer session of the Normal School. Occasionally short terms have been held, being generally, however, in charge of some one not connected in an official or professional way with the school. It has not heretofore seemed practicable to maintain a summer session that should be an organic part of the school, and continuing the regular work. Vacation schools running for a longer or shorter time have been organized in various parts of the State, some of which are doing effective work for their attendants. But these in no way meet the needs of many or the demands mentioned above.

Young teachers who are employed for two-thirds or three-fourths of the year, on small salaries, can ill afford to surrender their places to spend one or two years in study, much as they need it, and feel the need.

Teachers of experience wish the opportunity to review certain secondary or other subjects, or to pursue professional courses, and have not at hand either libraries or other equipments to do effective work alone. Superintendents and principals seek to better prepare themselves for supervising and directing their work.

For obvious reasons this preparation for elementary and secondary public school teaching can be better made at Ypsilanti than elsewhere in the State. This is the primary purpose of the school, as it is of no other institution in Michigan except the Central Michigan Normal School. All the equipments of laboratories and libraries have been collected for professional purposes. The faculty have been selected for their particular fitness to do this special kind of work. The courses of instruction, collections of illustrative material, method classes, supplementary and collateral studies, are all made up with the public school teacher in mind.

Moreover, the requests from teachers and intending teachers are for summer instruction in these lines that may also be applied on a regular normal course. This again, as it concerns most professional and some academic and semi-academic subjects, and all of the so-called teachers' courses, can be accomplished only through credits for work done directly with the Normal School. Standings taken in two or three successive summer terms in regular normal classes, would enable most of these students to finish, sooner or later, a course of some kind entitling them to a State license, and in time a life license, as a recognition of their studies.

To meet this want it is respectfully recommended:

That there be maintained at Ypsilanti, in connection with the State Normal School during the summer of 1897, a session of not less than eight weeks offering instruction upon the same conditions as apply to other terms of the year, as follows:

1. That the necessary instructors be employed from the present faculty upon the usual terms, and as may be agreed upon between them and the Board of Education and the principal of the school.

2. That no fee be charged except a registration fee of \$2.50.

3. That all standings granted be such as may be counted upon either the required or elective work of the regular courses.

It is further recommended that for the present such courses be offered during the summer session as shall seem best to the several heads of departments, subject to the approval of the principal and the State Board of Education.

That it be premised that the ultimate aim is the making of the session practically continuous; the year being divided into quarters or other terms, shorter or longer, as shall seem, after due trial and inquiry, for the best interest of the State and the school.

That in this ultimate plan there be contemplated the present academic year as the unit of employment; and that leaves of absence among members of the faculty be arranged with the principal and State Board of Education, due regard being had for the preferences and convenience of said members, and the needs of the school.

That, for the present, the distribution of terms and vacations remain unchanged, unless while the experiment is being made, it is found desirable to open the fall term of 1897 one week later.

That further details of the proposed summer term be referred to subsequent conference between the Board of Education and this council.

The above recommendation is the result of several conferences with the heads of departments and other members of the faculty interested, and in its present form is supported unanimously by the council, the following resolution appearing in their records:

“Resolved, That it is the sense of this council that, for reasons that will appear, steps should be taken to extend officially the privileges and influence of the State Normal School to persons not now reached by it, and that this minute of our proceedings be communicated to the Board of Education with such recommendation.”

3. *Buildings and Grounds.*

The new training school building, begun in the summer of 1895, and for which an appropriation of \$25,000 was made by the last legislature, toward its construction, is left unfortunately with the two end wings having foundations only.

The original plan contemplated nine school rooms, one for each of the eight elementary grades and the kindergarten, and a number of class rooms in which student teachers might have opportunity for their own teaching and practice in handling classes. You, of course, gentlemen, familiar with the Normal School administration, understand and can appreciate the need, not of school rooms simply as such, but a large number of recitation rooms as well for much practice in teaching and in management of children.

To every practical man it must be apparent how partial and inadequate is the preparation that includes a study *about* teaching only, as compared with the experience that comes through trying to teach, succeeding and learning why; failing, if need be, and learning why, and how another time to avoid the failure. This teaching comes in the senior year. With the large practice classes, the demand for these recitation rooms becomes more urgent. When the graduates numbered but a hundred or less in any one year, a dozen to fifteen rooms for the training school and for practice teaching were sufficient. But for the last four years the average membership of the senior class has been more than 200, and for the period being treated it has been 226. It is earnestly hoped that the entire building may be speedily completed and be available for use.

The addition of this building to the structures on the campus makes necessary some means of heating it; and economy would suggest that it be heated from the central plant. The present plant is taxed to about its full capacity. To accommodate the new building additional boilers will be needed. The present boiler house has neither room within to add to the equipment nor outside to extend the building.

It is therefore recommended that the heating plant be removed to the rear of the main building, a position quite as convenient to the present rooms and nearer to the new ones. The outside conducting pipes could then be enclosed in mason conduits as a matter of both economy and safety. It is believed that what would be saved through heating all the buildings from this central plant would in a few years equal the expense of moving and enlarging the plant.

The present system of pipes for carrying heat is greatly in need of overhauling and repairs. Much of it has been in place for twelve to fifteen years, some of it longer. With the shifting of the heating plant an opportunity would be offered to make these repairs also. The present boilers must be reset, even if they be not moved. The piping must be renovated if it continue to carry the heat from the present plant. The new buildings can be more economically heated from a central house and with one set of engineers than by a separate equipment. Indeed, the change would seem to be recommended both from necessity and thrift. The recommendation is respectfully submitted.

In making the appropriation mentioned above it was understood by the legislature that the site should be otherwise provided. This was done. In keeping with the past generous attitude of the city, Ypsilanti came forward and offered a beautiful tract adjoining the old campus. Its acceptance puts the school in possession of almost double the amount of land reported two years ago. The training school building being located on one side of this new tract facing Cross street, and the new S. C. A. chapel on the other facing Forrest avenue, make necessary certain drives and walks through the grounds whose construction is recommended.

Further reference only is here made to a special report recently made to the board concerning needed appropriations. The two reports are mutually explanatory and should be considered together. Especial attention should be called to what was said in that special report of the needs of the library. They are vital and urgent.

In closing this, the eighth official and my second biennial report concerning the Normal School, I gladly express my gratification at the continued prosperity of the school and the evidences of genuine respect in

which its work is held both in the State and elsewhere. The service to which it is dedicated is a sacred one, its opportunities are many and promising, its difficulties great. That it shall accomplish all its purpose there is needed a full share of your personal wisdom, and your official authority to which is pledged whatever of coöperation of the faculty or the principal may be of any real assistance.

The accompanying tables are inserted as showing in a comparative way the condition and growth of the school and its relations to the high schools of the State in a more specific way.

Table I gives the general statistics of attendance, classes and honors for the biennial period, and Table II the presence and proportion of high school students and graduates as a factor in the Normal School.

TABLE I.—Showing attendance for the two years, 1894-5 and 1895-6.

1. Enrollment, 1894-5.....	954
2. Enrollment, 1895-6.....	965
3. Gain in enrollment.....	31
4. Members in senior class, 1894-5.....	215
5. Members in senior class, 1895-6.....	237
6. High school graduates, 1894-5.....	203
7. " " " 1895-6.....	407
8. " " " among seniors, 1894-5.....	120
9. " " " " 1895-6.....	128
10. Enrollment in training school, 1894-5.....	281
11. Enrollment in training school, 1895-6.....	248
12. Number of post graduates, 1894-5.....	10
13. Number of post graduates, 1895-6.....	20
14. Degrees conferred, B. Pd., 1894-5.....	5
15. Degrees conferred, B. Pd., 1895-6.....	5
16. Total degrees B. Pd., to date.....	52
17. Degrees conferred M. Pd., 1894-5.....	0
18. Degrees conferred M. Pd., 1895-6.....	4
19. Total degrees M. Pd., to date.....	18

TABLE II.—Showing Growth of High School Patronage.

1	2	3	4	5	6	7	8	9
Year.	H. S's.	Normal enrollment.	From H. S's.	Per cent.	Schools sending graduates.	Graduates admitted.	Per cent 7 is of 4.	Per cent 6 is of 2.
1889-89.....	148	809	281	34.7	81	185	48.	54.7
1890-90.....	150	811	261	32.2	86	185	51.7	57.8
1891-91.....	210	902	437	48.1	135	223	51.	64.8
1892-92.....	200	1,002	451	45.	142	265	58.7	71.
1893-93.....	192	937	412	43.	150	308	73.	78.
1894-94.....	192	922	392	42.5	159	296	76.8	83.
1894-95.....	183	954	637	63.8	189	365	55.5	76.
1895-96.....	206	935	717	78.	156	407	56.7	75.7

Most respectfully submitted,

RICHARD G. BOONE,
Principal of School.

Ypsilanti, January, 1897.

REPORT OF THE CENTRAL MICHIGAN NORMAL SCHOOL.

To the Honorable, the State Board of Education:

In accordance with the provisions of the statute, I herewith submit my report of the Central Michigan Normal School for the two years ending June 30, 1896.

The Central Normal was established by enterprising citizens of Mt. Pleasant in 1891. The plant, consisting of a commodious building and about ten acres of land, was offered to the State on consideration that the State should use it for normal school purposes, and was accepted by an act of the legislature, approved June 3, 1895. From this it will be seen that the State has controlled the school for little more than a year.

Prof. C. F. R. Bellows, who had been principal of the school since its founding, was retained for the ensuing year but resigned the position at the end of the year. I was elected to the principalship June 24, 1896. It follows that this report covers no part of my administration.

Although the State Board of Education took control of the school in June of 1895, hiring the teachers and shaping the courses of study, it had no funds for equipping and maintaining the school, as the legislature had made no appropriation for these purposes. However, the citizens of Mt. Pleasant, with characteristic enterprise and devotion to the institution, promptly came forward with the necessary means for meeting all running expenses.

The existence of the school was practically unknown outside of its immediate vicinity and there, unfortunately, its lack of equipment and lack of standing were too well known. There was no money for advertising. Taking these facts into consideration it is surprising that the enrollment for last year reached ninety. The graduating class numbered five.

PURPOSE OF THE SCHOOL.

Having had no part in making the brief history of the Central Normal, naturally my thoughts go onward into its future, in contemplation of its mission and the means necessary to fulfil that mission.

It is a matter for congratulation that the purpose of the school is clearly defined by the legislative act which made it a State institution. The act declares that the purpose of the school shall be "For the preparation and

training of persons for teaching in the rural district schools and the primary departments of the graded schools of the State."

That there is an imperative demand for a normal school to take up this line of work is made evident by an examination of the school statistics of the State. The reports of the county commissioners of schools for 1895, as given in the last report of the Superintendent of Public Instruction, show that of the 16,626 persons who applied for certificates at the county examinations, only 1,201, or about one in fourteen, had received any State Normal School instruction whatsoever. Of the 11,914 legally qualified teachers reported by the commissioners, only 448 were graduates from the State Normal. The logic of these figures is that the teachers in our rural schools and in the smaller village schools are practically without professional training.

The reasons for this condition of affairs are not far to seek. (1) We have had but one school in Michigan whose sole business has been to prepare teachers, and the demands are too great for one school, no matter how well equipped or how largely attended, to meet. About one-half the graduates from the State Normal find positions in the 105 cities and towns having a population of over 1,200. A large number of the other half find employment in the smaller towns, and comparatively few go into the rural schools. These facts are no criticism upon the management of the State Normal, but incontrovertible evidence that one normal school is inadequate to the educational needs of our great and growing State; (2) the time and expense necessary to secure even the lower grade certificates granted by our normals are too great for those who are preparing to teach in our rural schools. It is too much to expect that a person who is planning to teach for \$25 a month in a district school will spend three years and from \$500 to \$800 in preparation, even if she is able to do so, when she knows that she can get quite as high wages without such expenditure. And as soon as one has completed a normal school course, better positions in a city or village tempt her away from the rural school.

The result is that the teachers in our rural schools have only such preparation as those schools can give, supplemented frequently by some months' attendance at a high school. As are the teachers so are the schools. Our district schools are far below our city schools in efficiency, and the great educational problem in Michigan is how to give the 300,000 children in the country homes as fair a chance for an education as have the 400,000 children in our cities.

NEEDED LEGISLATION.

From these facts it is clear what should be done to make it possible for the Central Normal to accomplish for the rural schools the work for which it was established. There should be a lessening of the time and expense now required to obtain normal school preparation for teaching in the rural schools. The power of the State Board of Education relative to the granting of certificates should be enlarged. The board should be empowered to offer a course which, with reasonable preparation on the part of candidates entering, could be finished in one year. Those who completed the course should receive certificates good anywhere in Michigan for the period of three years and qualifying the holders to teach in district schools only. I am confident such a course, leading to such a certificate, would

attract many young people who are now teaching or who expect to teach in our rural schools, and would be one step toward the solution of the country school problem.

NEEDED EQUIPMENT.

I have already mentioned the sore need of better equipment. At present about half the rooms in the building are unused because they can not be heated. The building was planned for steam heat, but as yet no heating plant has been put in and it is quite impossible to heat some of the rooms with stoves. The school has a library room, but has very few books and no periodicals. The students see not even the leading educational journals, except the *Michigan School Moderator*. We have a physical laboratory, but no apparatus to speak of. We are not sufficiently supplied with furniture for the rooms. It goes without saying that no school can do justice to 20th century demands without educational appliances. Undoubtedly the legislature soon to convene will hasten to provide the modest amount needed to reasonably equip the school.

In closing I wish to express my appreciation of the honor conferred upon me by the board in my election to the principalship of Michigan's new normal school. I believe in its mission. I believe in its future. My ambition is to assist in building up an institution which shall render the largest possible service to the State. In such an undertaking I am assured of your counsel and coöperation.

ESTIMATED NEEDS.

Estimates of money needed for the Central Michigan Normal School for each of the fiscal years, 1897-1898:

Fuel.....	\$500 00
Library.....	750 00
Apparatus.....	400 00
Printing.....	400 00
Light.....	100 00
Insurance.....	150 00
Grounds.....	500 00
Contingent.....	1,000 00
Salaries.....	10,000 00
	<u>\$13,800 00</u>

SPECIAL APPROPRIATION.

Heating.....	\$2,500 00
Closets.....	2,500 00
Total special appropriation.....	<u>\$5,000 00</u>

STATE BOARD OF EDUCATION.

ESTIMATED RECEIPTS.

Admission fees.....	\$1,000 00
Diplomas.....	100 00
Interest on deposit.....	50 00
Total estimated receipts.....	<u>\$1,150 00</u>

Balance to be appropriated by legislature for each of the years 1897 and 1898, \$21,850.

Total appropriations asked for, for two years, \$43,700.

INVENTORY.

Abstract of inventory of property belonging to Central Michigan Normal School, June 30, 1896.

Items.	Amount.	Total.
About 10 acres of land.....	\$1,800 00	
Main building (brick).....	12,000 00	
Stoves.....	50 00	
Library.....	100 00	
Apparatus.....	125 00	
Furniture.....	50 00	
		<u>\$15,125 00</u>

Respectfully submitted,
CHARLES McKENNY,
Principal

TREASURER'S REPORT.

State Board of Education:

GENTLEMEN—The following report contains an account of all the moneys that came into my possession as treasurer of the State Board of Education for the fiscal years ending June 30, 1895, and June 30, 1896.

Exhibits "A" and "B" show respectively the amounts coming into the board's possession, during each of these years, giving dates of receipts and the sources from which they were derived.

Exhibits "C" and "D" are detailed statements of disbursements made in each year, vouchers for every item of which are on file in the office of the Board of Education at the State Normal School at Ypsilanti, and also in the office of the Auditor General.

Exhibits "E" and "F" are complete statements of salaries paid to members of the Normal school faculty and regular employés, during each of the fiscal years.

Exhibits "G" and "H" are tabular summaries of the transactions of the treasurer of this board with the Auditor General, through whom all moneys paid by the State into the hands of your treasurer are received, and to whom detailed statements, accompanied by vouchers of all expenditures, are made.

The report shows an overdrawn balance at the end of the fiscal year June 30, 1896; and this leads me to say that it would be better if the treasurer's report could begin and end with his own term of office, January 1, 1895, and January 1, 1897. This would enable the legislature to have a better understanding of the expenditures of the board and of the institution. When your treasurer took the office January 1, 1895, there was an indebtedness of four thousand one hundred thirty-three and fourteen one-hundredths dollars, and when his term expired all indebtedness had been paid. There have been increased expenses incidental to the new training school, yet the finances have been kept wholly within the legislative appropriations during the calendar years 1895 and 1896.

I desire to commend the wisdom of the legislature in the act of 1895 for current expenses of the State Normal School.

Previous legislatures have specified where certain amounts of the current expense fund should be expended. Under the law of 1895, the treasurer's reports are very much simplified and the board can apply the current expense fund where it may be most needed. If this plan is continued by future legislatures, the board will be enabled to adjust the expenditures, to reduce the expenses to a minimum, to wisely and economically administer all the affairs of the State Normal School.

The balances reported are deposited in the First National Bank of Benton Harbor. Approved by the board.

Respectfully yours,

EUGENE A. WILSON,
Treasurer.

STATE BOARD OF EDUCATION

EXHIBIT A.

Eugene A. Wilson, Treasurer, Dr., for fiscal year ending June 30, 1895.

Date.	I. On account of current expense.	Amounts.	Totals.
1894. July 1	Balance on hand.....		\$2,001 88
	<i>I. Legislative appropriation.</i>		
Nov. 30 1895	Part of State Treasurer's check.....	\$15,131 30	
Jan. 29	" " " " " No. 8058.....	13,000 00	
Mar. 11	" " " " " " 16987.....	10,000 00	
Apr. 10	" " " " " " 17721.....	18,000 00	51,131 30
	<i>II. Admission fees.</i>		
1894 July 1	Frances L. Stewart, clerk.....	\$32 50	
Oct. 1	" " " " " ".....	3,270 00	
Nov. 3	" " " " " ".....	105 00	
Nov. 30	" " " " " ".....	197 50	
1895 Feb. 28	" " " " " ".....	2,995 00	
Apr. 27	" " " " " ".....	65 00	
May 31	" " " " " ".....	85 00	6,690 00
	<i>III. Tuition.</i>		
1894 Oct. 1	Frances L. Stewart, clerk.....	\$450 00	
Nov. 30	" " " " " ".....	47 50	
1895 Feb. 28	" " " " " ".....	392 50	
Apr. 27	" " " " " ".....	12 50	902 50
	<i>IV. Laboratory fees.</i>		
1894 July 1	Frances L. Stewart, clerk.....	\$72 50	
Nov. 3	" " " " " ".....	15 00	
Nov. 30	" " " " " ".....	31 00	
1895 Feb. 28	" " " " " ".....	168 50	
Apr. 27	" " " " " ".....	168 00	
May 31	" " " " " ".....	42 00	
June 29	" " " " " ".....	68 00	565 00
	<i>V. Diploma fees.</i>		
1894 July 1	Frances L. Stewart, clerk.....	\$357 00	
1895 Apr. 27	" " " " " ".....	16 00	
June 29	" " " " " ".....	515 50	868 50
	<i>VI. Organ fees.</i>		
1894 July 1	Frances L. Stewart, clerk.....	\$10 80	10 80
	<i>VII. Interest on deposits.</i>		
Dec. 31 1895	State Savings Bank, Detroit.....	\$127 07	
Mar. 3	Benton Harbor First National Bank.....	13 97	
Mar. 31	" " " " " ".....	15 17	
May 1	" " " " " ".....	20 00	
June 5	" " " " " ".....	28 77	204 98
	<i>VIII. From other sources.</i>		
1894 July 1	Sale of text books.....	\$3 05	
July 1	Demurrage refunded.....	2 00	
1895 June 29	Frances L. Stewart, clerk, sundries.....	19 45	23 50
	Total receipts including balance on hand.....		\$62,418 41

TREASURER'S REPORT.

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EXHIBIT A.—CONT D.

Date.	II. On account of building and other special purposes.	Amounts.	Totals.
1894 June 30	<i>I. Building.</i> Balance on hand.....		\$900 17
	<i>II. Library.</i> Balance on hand.....	\$86 42	
June 30 Sept. 1 1895	Transfer from current expenses.....	400 00	
May 31	" " " ".....	639 63	
June 30	" " " ".....	140 99	
			1,267 04
	Total for building and library.....		\$1,567 21
	Deduct transfers.....		1,180 62
			\$386 59
	Current expenses.....		62,418 41
	Total debits for fiscal year.....		\$62,805 00

EXHIBIT B.

Eugene A. Wilson, Treasurer, Dr., for fiscal year ending June, 1896.

Date.	I. On account of current expense.	Amounts.	Totals.
1895 July 1	Balance on hand.....		\$2,378 85
	<i>I. Legislative Appropriations.</i> Part of State Treasurer's check No. 19246.....	\$7,837 50	
July 3 Oct. 12 1895	" " " " " " 21001.....	14,500 00	
Jan. 11	" " " " " " 23301.....	14,600 00	
Apr. 6	" " " " " " 25068.....	14,625 00	
			51,562 50
	<i>II. Normal School Interest Fund.</i> Part of State Treasurer's check No. 19246.....	\$2,687 76	
1895 July 3 Dec. 14	" " " " " " 21797.....	1,026 58	
1896 Jan. 11	" " " " " " 23301.....	1,015 18	
			4,729 42
	<i>III. Admission Fees.</i> Frances L. Stewart, clerk.....	\$2,235 00	
1895 Oct. 2 Oct. 31	" " " " " ".....	132 50	
Nov. 30	" " " " " ".....	75 00	
1896 Jan. 1	" " " " " ".....	17 50	
Feb. 26	" " " " " ".....	2,910 00	
May 4	" " " " " ".....	220 00	
June 30	" " " " " ".....	5 00	
			6,595 00
	<i>IV. Tuition.</i> Frances L. Stewart, clerk.....	\$567 50	
1895 Oct. 2 Oct. 31	" " " " " ".....	45 00	
Nov. 30	" " " " " ".....	15 00	
1896 Feb. 26	" " " " " ".....	361 50	
May 4	" " " " " ".....	23 50	
			1,012 50
	Amount carried forward.....		\$66,273 27

STATE BOARD OF EDUCATION.

EXHIBIT B.—CONCLUDED.

Date.	I. On account of current expense.	Amounts.	Totals.
	Amount brought forward.....		\$36,273 27
	V. Laboratory Fees.		
1895	Frances L. Stewart, clerk	\$34 00	
Oct. 31	"	33 00	
Nov. 30	"		
1896	"	6 00	
Jan. 1	"	131 00	
Feb. 28	"	95 00	
Apr. 3	"	73 00	
May 4	"	125 50	
June 30	"		497 50
	VI. Diploma Fees.		
1895	Frances L. Stewart, clerk	\$13 50	
Nov. 30	"	37 50	
1896	"	593 50	
May 4	"		643 50
June 30	"		
	VII. Organ Fees.		
Jan. 1	Frances L. Stewart, clerk	\$15 00	
June 30	"	35 00	50 00
	VIII. Interest on Deposits.		
1895	Benton Harbor First National Bank	\$7 25	
July 1	"	16 75	
Aug. 2	"	11 50	
Aug. 31	"	10 00	
Sept. 30	"	25 00	
Nov. 1	"	25 50	
Dec. 1	"		
1896	"	12 00	
Jan. 2	"	7 17	
Feb. 1	"	10 64	
Mar. 3	"	15 47	
Apr. 30	"	9 75	
June 1	"		151 03
	IX. From other sources.		
Jan. 1	Frances L. Stewart, clerk, sundries.....	\$0 50	
Apr. 13	Inland Press refunded	4 20	
May 2	American Book Company refunded.....	41 20	45 90
	Total receipts, including balance on hand.....		\$67,651 80
	II. ON ACCOUNT OF BUILDING.		
1895	Balance on hand.....		\$52 91
July 1	Part of State Treasurer's check No. 25933	\$6,350 00	
1896	" " " " " " 26346	6,250 00	
May 31			12,500 00
June 20			
	Total for building.....		\$12,552 91
	Total for current expense.....		47,651 80
	Total debits for fiscal year.....		\$60,214 71
	RECAPITULATION, DR.		
	Current expense, 1894-1895	\$62,418 41	
	" " 1895-1896	67,651 80	
	Building and other special purposes, 1894-1895	386 59	
	Building purposes, 1895-1896	12,552 91	
	Total for all purposes for two years.....		\$143,019 71

EXHIBIT C.—CONTINUED.

TREASURER'S REPORT.

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EXHIBIT C.—CONTINUED.

Date	No. of voucher.	Pages.	For what object.	Amounts.	Totals.
		Amount brought forward.....		\$2,115 41	\$20,605.25
1905					
Jan. 29	27	Frances L. Stewart.....	Supplies.....	1 85	
	28	Frances L. Stewart.....	Supplies.....	20 45	
	29	Frances L. Stewart.....	Extra labor.....	25 04	
	30	A. L. Smith.....	Insurance.....	120 01	
Jan. 31	31	Pay roll for January.....	Salaries.....	5,122 68	7,409 41
Feb. 1	32	Solar Refining Co.....	Fuel.....	\$402 12	
Feb. 5	33	American School Commissioner..	Advertising.....	28 00	
Feb. 6	34	D. A. Hammond.....	Apparatus, Gym.....	58 40	
Feb. 27	35	Pay roll for February.....	Salaries.....	5,208 68	
	36	Frances L. Stewart.....	Telegraph.....	9 47	
	37	Frances L. Stewart.....	Extra labor.....	21 78	
	38	Frances L. Stewart.....	Express.....	11 15	
	39	Frances L. Stewart.....	Supplies.....	3 85	
	40	C. E. Russell.....	Insurance.....	72 00	
	41	Abel Ames & Co.....	Bi. laboratory.....	14 10	
	42	Register Publishing Co.....	Repairs.....	25 20	
	43	C. F. Enders.....	Supplies.....	4 50	
	44	B. M. Damon.....	Fuel.....	6 00	
	45	Clayton, Lambert & Co.....	Repairs.....	67 55	
	46	Ypsilanti Electric Co.....	Light.....	20 98	
	47	O. E. Thompson.....	Repairs.....	6 54	
	48	Ypsilanti Gas Co.....	Gas.....	55 05	
	49	D. A. Hammond.....	Contingent.....	48 45	
	50	Coe & Smith.....	Printing.....	40 55	
	51	Richmond & Backus Co.....	Supplies.....	11 75	6,117 97
Mar. 1	52	H. G. Boone.....	Contingent.....	\$24 50	
Mar. 2	53	Solar Refining Co.....	Fuel.....	425 17	
Mar. 4	54	G. L. Shear.....	Museum.....	6 00	
Mar. 6	55	Queen & Co.....	Bi. laboratory.....	5 91	
Mar. 9	56	Pay roll December.....	Salaries.....	5,086 66	
Mar. 12	57	Thos. Charles.....	Training school.....	92 12	
	58	John P. Kirk.....	Extra labor.....	1 00	
	59	John P. Kirk.....	Supplies.....	31 10	
	60	A. E. Strong.....	Apparatus.....	2 17	
	61	A. E. Strong.....	Apparatus.....	6 00	
	62	A.....	Apparatus.....	12 50	
	63	F.....	Extra labor.....	25 90	
	64	F.....	Express.....	5 15	
	65	F.....	Supplies.....	45 59	
	66	Y.....	Light.....	14 59	
	67	Y.....	Gas.....	48 50	
	68	T.....	Apparatus.....	9 96	
	69	W.....	Apparatus.....	2 94	
	70	W.....	Repairs.....	67 65	
	71	W.....	Extra labor.....	2 20	
	72	R.....	Supplies.....	15 00	
	73	H.....	Training school.....	90 02	
	74	S.....	Training school.....	28 34	
	75	H.....	Supplies.....	1 57	
	76	L.....	Supplies.....	16 48	
	77	H.....	Repairs.....	25 00	
	78	B. M. Damon.....	Demurrage.....	5 00	
	79	Ernest Vroman.....	Extra labor.....	6 25	
	80	J. G. Gray.....	Apparatus.....	6 94	
	81	Ypsilanti Lumber Co.....	Repairs.....	1 70	
Mar. 21	82	Solar Refining Co.....	Fuel.....	497 15	
Mar. 30	83	March pay roll.....	Salaries.....	5,228 67	11,814 2
Apr. 1	84	Solar Refining Co.....	Fuel.....	\$340 54	
	85	Frank Smith.....	Supplies.....	20 52	
	86	Frank Smith.....	Supplies.....	4 52	
	87	Calvert Lith. Co.....	Supplies.....	11 25	
	88	Eberbach Drug & Chem. Co.....	Bi. laboratory.....	17 84	
Apr. 29	89	April pay roll.....	Salaries.....	5,225 17	
Apr. 30	90	Frances L. Stewart.....	Extra labor.....	32 44	
	91	Frances L. Stewart.....	Repairs.....	31 62	
	92	Richmond & Backus Co.....	Supplies.....	3 67	
	93	Richmond & Backus Co.....	Supplies.....	9 00	
	94	D. A. Hammond.....	Contingent.....	60 97	
	95	Ypsilanti Electric Co.....	Light.....	17 28	
		Amount carried forward.....		\$5,776.85	\$45,948.96

STATE BOARD OF EDUCATION.

EXHIBIT C.—CONTINUED.

Date.	No. of voucher.	Payee.	For what object.	Amounts.	Totals.
		Amount brought forward.....		\$5,775.85	\$48,944.56
1895 Apr. 30	96	Wm. M. Osband.....	Printing.....	13 25	
	97	Ypsilanti Gas Co.....	Gas.....	40 50	
	98	S. H. Dodge & Son.....	Supplies.....	45 80	
	99	Coe & Smith.....	Printing.....	25 80	
	100	E. S. Ritchie & Sons.....	Apparatus.....	7 87	
					1,907 47
May 4	101	So.....	Fuel.....	\$315 17	
	102	E.....	Contingent.....	57 51	
May 15	103	Fr.....	Express.....	4 85	
	104	Fr.....	Extra labor.....	19 24	
	105	Fr.....	Contingent.....	10 00	
	106	Fr.....	Supplies.....	9 48	
	107	Te.....	Telephone rent.....	9 00	
	108	So.....	Fuel.....	108 08	
	109	Yt.....	Light.....	11 29	
	110	D.....	Supplies.....	4 85	
May 31	111	Pa.....	Salaries.....	5,221 17	
					5,774 20
June 3	112	M.....	Repairs.....	\$115 00	
	113	Si.....	Insurance.....	60 00	
	114	F.....	Museum.....	10 00	
June 10	115	F.....	Supplies.....	44 30	
	116	F.....	Plebo.....	85 00	
	117	R.....	Contingent.....	114 85	
	118	A.....	Contingent.....	29 43	
	119	L.....	Museum.....	5 75	
	120	C.....	Repairs.....	26 07	
	121	Y.....	Light.....	13 84	
	122	Co.....	Diplomas.....	171 25	
	123	O.....	Supplies.....	2 95	
	124	M.....	Supplies.....	90 06	
	125	C.....	Printing.....	15 25	
	126	C.....	Supplies.....	26 40	
	127	N.....	Advertising.....	25 00	
	128	L.....	Gymnasium.....	4 53	
	129	P.....	Supplies.....	53 20	
	130	W.....	Gymnasium.....	8 57	
	131	G.....	Contingent.....	150 00	
	132	F.....	Fees refunded.....	221 00	
					1,225 41
1894 Sept. 1		Transferred to library.....			\$50,000 94
1895 May 31		Transferred to library.....			400 00
June 29		Transferred to library.....			639 63
					140 86
		Total credits to current expense for fiscal year.....			\$50,044 56
		Balance on hand to new account.....			2,379 36
					\$52,419 41
		Deduct transfers.....			1,190 62
		Total, less transfers.....			\$51,227 79

TREASURER'S REPORT.

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EXHIBIT C.—CONTINUED.

II. ON ACCOUNT OF BUILDING AND OTHER SPECIAL PURPOSES.

I. Library.

Date.	No. of voucher.	Payee.	Amounts.	Totals.
1894 Sept. 1	126 B	Eaton, Lyon & Co.	\$50 99	
	127 B	Eaton, Lyon & Co.	12 66	
	128 B	Eaton, Lyon & Co.	68	
	129 B	Eaton, Lyon & Co.	10 08	
	130 B	Eaton, Lyon & Co.	8 50	
	131 B	F. J. Schleede	48 63	
	132 B	F. J. Schleede	39 65	
Sept. 28	133 B	Eaton, Lyon & Co.	33 54	
	134 B	D. Appleton & Co.	6 00	
	135 B	B. Westerman & Co.	1 97	
	136 B	F. A. Brockhaus	119 87	
	137 B	A. C. McClurg & Co.	7 63	
				\$389 67
Nov. 22	138 B	John McFarlane	\$5 25	
	139 B	Eaton, Lyon & Co.	1 51	
	140 B	A. C. McClurg & Co.	8 55	
	141 B	Eaton, Lyon & Co.	8 25	
				18 56
Dec. 28	143 B	A. C. McClurg & Co.	\$12 88	
	144 B	Public School Publishing Co.	1 00	
				13 88
1895 Jan. 29	1 B	C. W. Bennett	\$69 55	
	2 B	H. Williams	2 28	
	3 B	Wm. H. Guild & Co.	9 50	
	4 B	John Wanamaker	5 00	
	5 B	John McFarlane	4 73	
	6 B	A. C. McClurg & Co.	27 19	
	7 B	Register Publishing Co.	14 25	
	8 B	Register Publishing Co.	12 55	
Jan. 30	9 B	F. A. Brockhaus	20 20	
Jan. 31	10 B	D. Appleton & Co.	9 00	
				174 25
Feb. 1	11 B	C. W. Bennett	\$7 40	
Feb. 6	12 B	Eaton, Lyon & Co.	8 50	
Feb. 27	13 B	A. C. McClurg & Co.	42 16	
	14 B	A. C. McClurg & Co.	4 13	
	15 B	A. C. McClurg & Co.	21 87	
	16 B	Library Bureau	29 40	
	17 B	Wm. H. Guild & Co.	110 30	
				223 26
Mar. 4	18 B	B. Westerman & Co.	\$2 51	
Mar. 18	19 B	Register Publishing Co.	8 40	
	20 B	Register Publishing Co.	13 20	
	21 B	Register Publishing Co.	7 50	
	22 B	Register Publishing Co.	4 20	
	23 B	A. H. Weber	1 00	
	24 B	Eaton, Lyon & Co.	2 49	
	25 B	A. C. McClurg & Co.	\$7 32	
	26 B	A. C. McClurg & Co.	\$3 28	
	27 B	A. C. McClurg & Co.	2 62	
				112 50
Apr. 1	28 B	Register Publishing Co.	\$6 35	
	29 B	Register Publishing Co.	10 65	
	30 B	A. C. McClurg & Co.	28 73	
	31 B	A. C. McClurg & Co.	8 55	
	32 B	A. C. McClurg & Co.	24 86	
	33 B	A. C. McClurg & Co.	8 96	
	34 B	Frank Smith	1 75	
	35 B	Felix Lamond	47 25	
Apr. 30	36 B	A. C. McClurg & Co.	20 48	
	37 B	F. A. Brockhaus	28 79	
	38 B	H. Williams	1 10	
				182 45
May 2	39 B	John MacFarlane	\$4 98	
	40 B	D. Appleton & Co.	7 00	
				11 98
June 8	41 B	D. Appleton & Co.	\$6 00	
June 10	42 B	A. C. McClurg & Co.	37 25	
	43 B	A. C. McClurg & Co.	60 37	
	44 B	A. C. McClurg & Co.	34 37	
	45 B	F. J. Schleede	8 00	
				140 99
		Total credits for library		\$1,267 04

STATE BOARD OF EDUCATION.

EXHIBIT C.—CONCLUDED.

II. Building.				
Date.	No. of voucher.	Payee.	Amounts.	Totals.
1894 Dec. 28	142 B	A. C. Varney & Co.	\$247 26	
		Total credits for building.....	\$247 26	
		Balance on hand.....	52 91	\$300 17
		Total for building and special purposes.....		\$1,567 21
		Current expense.....		61,287 79
		Total for all purposes.....		\$62,805 00

EXHIBIT D.

Eugene A. Wilson, Treasurer, Cr., for fiscal year ending June 30, 1896.

I. CURRENT EXPENSES.

Date.	No. of voucher.	Payee.	For what object.	Amounts.	Totals.
1895 July 1	133	Frances L. Stewart.....	Extra labor	\$28 87	
	134	Frances L. Stewart.....	Express	4 00	
	135	Frances L. Stewart.....	Supplies	20 85	
	136	Frances L. Stewart.....	Repairs.....	4 70	
	137	Coe & Reed.....	Printing.....	4 00	
July 5	138	Coe & Reed.....	Printing.....	\$72 00	
	139	Reg. Pub. Co.....	Library	33 90	
	140	Ypsilanti Gas Co.....	Gas.....	30 45	
	141	Ypsilanti Gas Co.....	Gas.....	32 25	
	142	Frank Smith.....	Supplies.....	3 06	
	143	Frank Smith.....	Tr. Sch. supplies.....	18 81	
	144	Prang. Ed. Co.....	Supplies.....	3 24	
	145	White laundry.....	Gymnasium	29 67	
	146	Wm. M. Osband.....	Printing.....	88 50	
	147	Sarah P. Stewart.....	Diplomas.....	2 25	
	148	Sanitary & Elec. Co.....	Gymnasium	125 00	
	149	Stewart & Moore.....	Supplies.....	19 02	
	150	John B. Gower.....	Advertising	15 00	
	151	Arthur H. Webber.....	Supplies.....	23 73	
	152	June pay roll.....	Salaries.....	5,411 67	
	153	E. A. Strong.....	Apparatus.....	1 50	
	154	W. W. Worden.....	Repairs.....	5 88	
	155	Hilda Lodeman.....	Diplomas.....	52 00	
	156	Gertrude L. Parsons.....	Music.....	18 55	
	157	A. McPherson.....	Extra labor	159 75	
	158	Library bureau.....	Library.....	1 50	
	159	August Moeller.....	Organ.....	25 00	
	160	Frank Potter.....	Piano.....	24 00	
	161	M. F. Woodruff.....	Printing.....	3 50	
	162	P. W. Carpenter.....	Supplies.....	40 00	
	163	L. C. Mason.....	Gymnasium	13 00	
	164	Clayton, Lambert & Co.....	Repairs.....	180 17	
	165	Ypsilanti Elec. Co.....	Lights.....	20 56	
July 8	166	Eberbach Drug Co.....	Bi. laboratory.....	12 48	
	167	Eberbach Drug Co.....	Bi. laboratory.....	11 25	
July 10	168	Rand, McNally & Co.....	Apparatus.....	4 00	
July 20	169	E. A. Wilson.....	Contingent.....	200 00	
Amount carried forward.....				\$7,088 10	

TREASURER'S REPORT.

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TABLE D.—CONTINUED.

Year.	No. vote.	Payee.	For what object.	Amounts.	Totals.
		Amount brought forward.....		\$7,083 10	
1906					
July 30		Pi.....	Salaries.....	886 67	
		W.....	Library.....	15 10	
		L.....	Supplies.....	43 41	
		T.....	Telephone.....	9 00	
		A.....	Library.....	1 30	
		A.....	Library.....	5 00	
		A.....	Library.....	19 13	
		F.....	Extra labor.....	9 28	
		F.....	Express and supplies.....	10 69	
		Ur.....	Insurance.....	189 00	
		J.....	Insurance.....	120 00	
		T.....	Insurance.....	122 00	
		F.....	Repairs.....	3 93	
		W.....	Repairs.....	9 00	
		H.....	Freight.....	36 94	
		D.....	Insurance.....	186 00	
		P.....	Library.....	174 79	
					\$6,873 84
Aug.		D. A. Hammond.....	Printing.....	89 26	
		D. A. Hammond.....	Printing.....	8 50	
Aug. 5		F. M. Crouse.....	Library.....	1 15	
Aug. 6		Scule Photograph Co.....	Supplies.....	12 34	
Aug. 29		Pay roll for August.....	Salaries.....	881 67	
					411 91
Sept. 9		A.....	Extra labor.....	\$10 06	
		H.....	Repairs.....	75 24	
		Y.....	Gas.....	40 88	
		D.....	Insurance.....	246 00	
		R.....	Contingent.....	26 23	
		J.....	Extra labor.....	9 25	
		W.....	Printing.....	5 25	
		C.....	Printing.....	4 00	
		A.....	Library.....	55 60	
		D.....	Insurance.....	106 00	
		F.....	Postage.....	27 00	
		F.....	Express.....	2 67	
Sept. 13		C.....	Insurance.....		
Sept. 14		E.....	Printing.....	16 25	
		B.....	Library.....	90	
Sept. 16		A.....	Bi laboratory.....	7 50	
		Wm. H. Guild.....	Library.....	13 60	
Sept. 23		Lamb, Davis & Kishlar.....	Supplies.....	3 59	
		Agnes Morse.....	Gymnasium.....	6 00	
		Wm. M. Osband.....	Printing.....	22 60	
		Fannie C. Burton.....	Gymnasium.....	4 00	
		Queen & Co.....	Apparatus.....	151 96	
					877 84
Oct. 1		September pay roll.....	Salaries.....	\$5,283 66	
Oct. 12		Richmond & Backus Co.....	Supplies.....	2 40	
		Frances L. Stewart.....	Supplies.....	3 15	
		Frances L. Stewart.....	Supplies.....	47 19	
		Mrs. D. C. Batchelder.....	Contingent.....	287 50	
		J. E. Beal.....	Gymnasium.....	8 00	
		Wm. Merton.....	Extra labor.....	10 63	
221		Ypsilanti Lumber Co.....	Repairs.....	1 86	
222		O. E. Thompson & Sons.....	Supplies.....	27 70	
223		E. S. Greeley & Co.....	Apparatus.....	3 88	
224		October pay roll.....	Salaries.....	5,808 66	
225		Standard Oil Co.....	Fuel.....	109 82	
226		Coe & Reed.....	Printing.....	6 22	
					11,104 63
Nov. 28		227 Coe & Reed.....	Printing.....	682 15	
		228 Kalamazoo Pub. Co.....	Tr. Sch. supplies.....	10 53	
		229 Ypsilanti Gas Co.....	Gas.....	63 90	
		230 Ypsilanti Elec. Co.....	Light.....	23 91	
		231 Fred B. Gorton.....	Apparatus.....	5 15	
		Standard Oil Co.....	Fuel.....	610 62	
		W. B. Stickney.....	Library.....	20 00	
		Agnes Morse.....	Extra labor.....	6 00	
		Det. Flower Pot Co.....	Buildings and grounds.....	34 70	
		E. W. Wamsley.....	Apparatus.....	13 55	
		H. D. Edwards & Co.....	Heating apparatus.....	9 04	
		236 Frank Smith.....	Tr. Sch. supplies.....	34 27	
		Amount carried forward.....		\$892 84	\$20,768 02

STATE BOARD OF EDUCATION.

EXHIBIT D.—CONTINUED.

Date.	No. of voucher.	Payee.	For what object.	Amounts.	Totals.
		Amount brought forward.....		8882 54	880,788 02
1898 Nov. 25	239	Michigan Tel. Co.	Telephone	9 00	
	240	Florence Shults	Supplies	8 90	
	241	C. F. Enders	Repairs	30 85	
	242	W. H. Lowdermilk	Library	1 12	
	243	H. B. Scoville	Contingent	22 47	
	244	A. C. McClurg & Co.	Library	26 45	
	245	Frank Smith	Training School	12 47	
	246	Prang Ed. Co.	Training School	10 06	
	247	L. E. Mason	Apparatus	2 25	
	248	Narragansett Manufacturing Co.	Gymnasium	1 26	
	249	Narragansett Manufacturing Co.	Gymnasium	5 30	
	250	Frances L. Stewart	Supplies	9 98	
	251	Frances L. Stewart	Telephone	9 79	
	252	Frances L. Stewart	Express	6 05	
	253	Frances L. Stewart	Extra labor	28 73	
	254	Homer Briggs	Freight	16 41	
	255	F. A. Brockhaus	Library	234 59	
	256	E. S. Greeley & Co.	Apparatus	10 87	
	257	John MacFarlane	Library	7 11	
	258	Wm. B. Guild & Co.	Library	8 10	
					1,342 54
Dec. 2	259	Pay roll for November	Salaries	25,308 00	
	260	J. R. Miller	Board of Visitors	45 00	
	261	J. D. Schiller	Board of Visitors	26 44	
	262	F. R. Gilson	Board of Visitors	28 44	
					5,427 84
1898 Jan. 1	263	D. H.	Salaries	25,308 00	
Jan. 11	264	F. H.	Supplies	5 25	
	265	F. H.	Express	3 70	
	266	F. H.	Apparatus	2 75	
	267	F. H.	Tel. & Tel.	7 90	
	268	F. H.	Extra labor	20 49	
	269	F. H.	P. stage	3 00	
	270	C. H.	Water	253 27	
	271	F. H.	Piano	22 00	
	272	Silver, Bardette & Co.	Training School	3 10	
	273	Mack & Mack	Repairs	4 80	
	274	John M. Hall	Advertising	6 00	
	275	Eberbach Drug Co.	Laboratory	25 10	
	276	White Laundry Co.	Gymnasium	20 01	
	277	Queen & Co.	Apparatus	42 75	
	278	F. H. Pease	Conservatory music	12 19	
	279	F. I. Carpenter	Supplies	15 74	
	280	Richmond & Beckus Co.	Supplies	4 50	
	281	Manchester Manufacturing Co.	Heating apparatus	153 00	
	282	Ypsilanti Electric Co.	Light	47 48	
	283	Standard Oil Co.	Fuel	142 90	
	284	E. A. Wilson	Contingent	200 00	
	285	H. B. Pattengill	Advertising	12 50	
	286	E. A. Strong	Laboratory	1 50	
Jan. 14	287	August Moeller	Organ	25 00	
	288	Cent. School Supply House	Apparatus	34 00	
	289	Library Bureau	Library	2 25	
	290	D. C. Griffin	Contingent	100 00	
Jan. 28	291	C. H.	Sewerage	3 55	
	292	A. H.	Training School	16 00	
	293	H. B.	Supplies	60	
	294	H. B.	Supplies	8 75	
	295	F. H.	Supplies	5 60	
	296	F. H.	Chemicals	7 50	
	297	F. H.	Contingent	1 75	
	298	F. H.	Supplies	9 85	
	299	F. H.	Extra labor	2 75	
	300	F. H.	Extra labor	25 23	
	301	C. H.	Printing	35 70	
	302	Y. H.	Light	37 67	
	303	A. H.	Bi. laboratory	9 75	
	304	L. H.	Supplies	13 40	
	305	W. H.	Supplies	46 71	
	306	W. H.	Telephone	9 00	
	307	W. H.	Printing	18 90	
	308	M. H.	Library	2 87	
		Amount carried forward		27,241 76	327,545 40

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EXHIBIT D.—CONTINUED.

DATE	No. of voucher.	Payee.	For what object.	Amounts.	Totals.
		Amount brought forward.....		\$7,841 78	\$37,545 40
1899					
Jan. 28	309	I	Library.....	37 85	
	310	P	Library.....	37 90	
	311	H	Supplies.....	5 73	
	312	P	Apparatus.....	10 00	
	313	Q	Apparatus.....	1 60	
	314	F	Board of Visitors.....	17 00	
	315	J.	Board of Visitors.....	13 00	
	316	J.	Board of Visitors.....	14 63	
	317	W	Training School.....	4 58	
	318	J.	Salaries.....	5,808 68	
Jan. 31	319	R	Apparatus.....	159 53	
	320	B	Insurance.....	120 00	
	321	A	Library.....	45 89	
	322	I	Piano.....	25 00	
	323	A	Training School.....	44 70	
	324	H	Training School.....	24 48	
	325	G	Training School.....	7 20	
	326	D	Training School.....	33 90	
	327	S	Fuel.....	759 72	
	328	Y	Gas.....	67 15	
	329	Y	Gas.....	61 50	
	330	F	Fees refunded.....	285 00	
					14,405 58
Feb. 26	331	Frances L. Stewart.....	Tel. & Tel.....	37 79	
	332	Frances L. Stewart.....	Bl. laboratory.....	8 41	
	333	Frances L. Stewart.....	Express.....	3 70	
	334	Frances L. Stewart.....	Supplies.....	22 55	
	335	F	Extra labor.....	25 80	
	336	F	Extra labor.....	1 38	
	337	A	Extra labor.....	3 87	
	338	Y	Gas.....	47 53	
	339	Y	Supplies.....	70	
	340	C. Co.....	Repairs.....	25 64	
	341	T	Training School.....	51 89	
	342	Y	Light.....	37 08	
	343	J.	Repairs.....	11 85	
	344	K. Co.....	Supplies.....	10 00	
	345	F	Supplies.....	23 87	
	346	J.	Training School.....	16 75	
	347	B. Co.....	Supplies.....	5 90	
	348	Bl	Fuel.....	688 34	
					977 56
Mar. 1	349	February pay roll.....	Salaries.....	\$5,418 66	\$5,418 66
Apr. 3	350	March pay roll.....	Salaries.....	\$5,318 66	
	351	Austin George.....	Contingent.....	5 00	
	352	Ypsilanti Electric Co.....	Light.....	25 70	
	353	Harding & Shaefer.....	Supplies.....	7 62	
	354	Homer Briggs.....	Freight.....	31 11	
	355	Fred Coe.....	Printing.....	8 25	
	356	Walter S. Houghton.....	Library.....	2 58	
	357	L. C. Mason.....	Apparatus.....	3 25	
	358	Standard Oil Co.....	Fuel.....	816 06	
	359	Wm. M. Osband.....	Printing.....	11 50	
	360	Clary Publishing Co.....	Advertising.....	18 00	
	361	American Book Co.....	Training School.....	41 20	
	362	F. A. Brookhans.....	Library.....	183 22	
	363	Morgan Envelope Co.....	Supplies.....	26 60	
	364	Penin. Paper Co.....	Supplies.....	26 93	
	365	Richmond & Backus Co.....	Supplies.....	13 34	
	366	Agnes Morse.....	Extra labor.....	1 70	
	367	Kalamazoo Publishing Co.....	Supplies.....	10 00	
	368	Thomas Charles Co.....	Training School.....	45 22	
	369	A. C. McClurg & Co.....	Library.....	81 96	
	370	A. C. McClurg & Co.....	Library.....	156 19	
	371	Ypsilanti Gas Co.....	Gas.....	40 88	
	372	Ypsilanti Gas Co.....	Gas.....	31 98	
	373	Frances L. Stewart.....	Express.....	5 61	
	374	Frances L. Stewart.....	Extra labor.....	45 18	
	375	Frances L. Stewart.....	Supplies.....	24 63	
	376	Frances L. Stewart.....	Repairs.....	12 15	
	377	Frances L. Stewart.....	Tel. & Tel.....	6 29	
	378	E. S. Ritchie & Sons.....	Apparatus.....	11 25	
		Amount carried forward.....		\$7,011 39	\$48,347 14

STATE BOARD OF EDUCATION.

EXHIBIT D.—CONTINUED.

Date.	No. of voucher.	Payee	For what object.	Amounts.	Totals.
		Amount brought forward.....		\$7,011 89	\$49,847 14
Apr. 2	379	Coe & Reed.....	.....	24 10	
	380	Ypsilanti Electric Co.....	.....	23 78	
	381	Michigan Telephone Co.....	.....	9 00	
	382	Richmond & Backus Co.....	.....	4 50	
	383	Library Bureau.....	.....	9 88	
	384	Eberbach Drug Co.....	.....	49 88	
Apr. 16	385	Standard Oil Co.....	.....	374 00	
	386	D. A. Hammond.....	.....	34 50	
	387	McMillan & Co.....	.....	4 10	
	388	A. C. McClurg & Co.....	.....	31 63	
	389	Wm. H. Guild & Co.....	Library.....	7 80	
	390	Inland Press.....	Library.....	15 10	
	391	Inland Press.....	Library.....	4 20	
	392	Inland Press.....	Library.....	47 85	
	393	Inland Press.....	Library.....	2 60	
	394	Inland Press.....	Library.....	1 40	
	395	Inland Press.....	Library.....	13 00	
Apr. 30	396	April pay roll.....	Salaries.....	1,215 90	12,000 12
May 4	397	Frances L. Stewart.....	Fees refunded.....	\$185 00	185 00
June 1	398	Frances L. Stewart.....	Supplies.....	\$34 50	
	399	Frances L. Stewart.....	Repairs.....	1 15	
	400	Frances L. Stewart.....	Freight and express.....	2 21	
	401	Frances L. Stewart.....	Telephone and telegram.....	1 41	
	402	B. G. Boone.....	Contingent.....	27 70	
	403	Belle Thomas.....	Tr. School.....	3 50	
	404	Ypsilanti Gas Co.....	Gas.....	17 50	
	405	A. C. McClurg & Co.....	Library.....	72 75	
	406	Ypsilanti Electric Co.....	Light.....	13 15	
	407	Calvert Lith. Co.....	Diplomas.....	208 00	
	408	A. C. McClurg & Co.....	Library.....	107 35	
	409	Inland Press.....	Library.....	23 40	
	410	Chas. King & Co.....	Supplies.....	49 88	
	411	Clayton Lambert & Co.....	Repairs.....	55	
	412	Lemcke & Boechner.....	Library.....	1 30	
	413	Fred Coe.....	Printing.....	7 25	
	414	Standard Oil Co.....	Fuel.....	135 93	
	415	May pay roll.....	Salaries.....	5,408 68	
	416	C. E. Russell.....	Insurance.....	18 00	
	417	Agnes Mores.....	Extra labor.....	8 50	
	418	Stewart & More.....	Supplies.....	21 80	
	419	F. H. Pease.....	Advertising.....	13 00	
	420	C. W. Rogers.....	Supplies.....	21 80	
	421	Ypsilanti Electric Co.....	Light.....	22 98	
	422	Ypsilanti Gas Co.....	Gas.....	35 53	
	423	June pay roll.....	Salaries.....	5,328 66	11,008 05
Total credits to current expenses for fiscal year.....					\$78,121 31

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EXHIBIT D.—CONCLUDED.

II. ON ACCOUNT OF BUILDING.

Date.	No. of voucher.	Payee.	Amounts.	Totals.
1895. Oct. 12	46 B	Malcomson & Higginbotham	\$500 00	
1896. May 1	47 B	Malcomson & Higginbotham	491 88	
May 1	48 B	Henry Carew & Co.	3,000 00	
June 20	49 B	Henry Carew & Co.	2,500 00	
		Total credits for building	6,491 88	
		Balance on hand	6,061 03	
		Total		\$12,552 91
		Current expense		73,121 31
		Total for all purposes.....		\$85,674 22
		RECAPITULATION, OR.		
		Current expense, 1894-1895.....	\$61,237 79	
		Current expense, 1895-1896	73,121 31	
		Building and special purposes, 1894-1895	1,567 21	
		Building.....	12,552 91	
				\$148,479 22

EXHIBIT.—E.

Salary account, Dr., for fiscal year ending June 30, 1895.

Date.	Name.	Time.	Amounts.	Totals.
1895 June 30	Richard G. Boone.....	Services for 9 months.....	\$3,150 00	
	Daniel Putnam.....	" " "	2,250 00	
	F. H. Pease.....	" " "	1,800 00	
	A. Lodeman.....	" " "	1,800 00	
	Austin George.....	" " "	1,800 00	
	E. A. Strong.....	" " "	1,800 00	
	F. A. Barbour	" " "	1,800 00	
	B. L. D'Ooge.....	" " "	1,800 00	
	Julia Anne King.....	" " "	1,800 00	
	David E. Smith.....	" " "	1,800 00	
	W. H. Sherzer.....	" " "	1,620 00	
	C. T. McFarlane.....	" " "	1,440 00	
	W. P. Bowen.....	" " "	1,350 00	
	Lucy A. Osband.....	" " "	900 00	
	Mary B. Putnam	" " "	720 00	
	L. L. Jackson.....	" " "	720 00	
	Ada A. Norton.....	" " "	720 00	
	Annie A. Paton.....	" " "	720 00	
	H. W. Miller.....	" " "	720 00	
	Lois A. McMahon.....	" " "	720 00	
	Maud E. Cannell.....	" " "	720 00	
	Abbie Pierce.....	" " "	720 00	
	Helen B. Muir.....	" " "	720 00	
	Margaret Wise.....	" " "	720 00	
	Chloe N. Daniels.....	" " "	720 00	
	Florence Shultes.....	" " "	700 00	
	Emma C. Ackerman.....	" " "	680 00	
	Maud Ball.....	" " "	680 00	
	Hattie M. Plunkett.....	" " "	680 00	
	Ida Taylor.....	" " "	630 00	
	Winnie J. Robinson	" " "	680 00	
	Amount carried forward		\$36,850 00	

STATE BOARD OF EDUCATION.

EXHIBIT E.—CONTINUED.

Date.	Name.	Time.	Amounts.	Totals.
1895 June 30	Amount brought forward .....	.....	\$36,880 00	.....
	Flora Wilber.....	Services for 9 months.....	630 00	
	K. Maude Cady.....	" " ".....	630 00	
	Clara L. Clark.....	" " ".....	630 00	
	Fred B. Gorton.....	" " ".....	540 00	
	Milton W. Winner.....	" " ".....	540 00	
	Oscar Garelsen.....	" " ".....	450 00	
	P. E. Cleary.....	" " ".....	450 00	
	W. D. Cramer.....	" " ".....	460 00	
	Fannie C. Burton.....	" " ".....	495 00	
	Hilda Lodeman.....	" " ".....	450 00	
	Genevieve M. Walton.....	Services for 11 months.....	550 00	
	Frances L. Stewart.....	" " ".....	783 81	
	Gertrude E. Woodard.....	" " ".....	295 00	
	C. C. Vroman.....	" " ".....	660 00	
	James A. Bailey.....	" " ".....	440 00	
	James B. Anderson.....	" " ".....	440 00	
	John White.....	" " ".....	440 00	
	Alpheus McPherson.....	Services for 9 months.....	410 00	
	Herbert Boone.....	" " ".....	15 00	
	D. C. Van Buren.....	Services for 8 months.....	200 00	
	Thomas C. Severance.....	Services for 9 months.....	270 00	
	W. L. McDiarmid.....	Services for 8 months.....	40 00	
	Eloise Whitney.....	Services for 4 months.....	240 00	
	Agnes Morse.....	Services for 2½ months.....	45 00	
	J. C. Eagle.....	Services for 1 month.....	20 00	
	Alice Barnes.....	Services for 3 months.....	45 00	
				\$47,001 81

EXHIBIT E.—CONCLUDED.

Date.	No. of voucher.	Credit.	Amounts.	Totals.
Sept. 1	465	Pay roll for July.....	\$321 66	*
Oct. 26	495	" " " September.....	5,088 66	
	496	" " " August.....	821 66	
Dec. 28	556	" " " October.....	5,088 66	
	557	" " " November.....	5,088 66	
Jan. 31	31	" " " January.....	5,123 66	
Feb. 27	85	" " " February.....	5,208 68	
Mar. 9	56	" " " December.....	5,088 66	
Mar. 30	83	" " " March.....	5,223 67	
Apr. 29	89	" " " April.....	5,236 17	
May 31	111	" " " May.....	5,221 17	
Total.....			\$47,001 81

* Refunded five dollars to correct error of former treasurer in same voucher in current expense account.

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EXHIBIT F.

Salary Account, Dr., for fiscal year ending June 30, 1896.

Date.	Name.	Time.	Amounts.	Totals.
1896. June 30	Richard G. Boone.....	Services for 11 months.....	80 00	
	Daniel Putnam.....	" " " ".....	80 00	
	Julia Anne King.....	" " " ".....	00 00	
	F. H. Pease.....	" " " ".....	00 00	
	D. E. Smith.....	" " " ".....	00 00	
	F. A. Barbour.....	" " " ".....	10 00	
	A. Lodeman.....	" " " ".....	00 00	
	B. L. D'Ooge.....	" " " ".....	00 00	
	E. A. Strong.....	" " " ".....	00 00	
	Amelia George.....	" " " ".....	00 00	
	W. H. Sharver.....	" " " ".....	80 00	
	C. T. McFarland.....	" " " ".....	60 00	
	W. P. Bowen.....	" " " ".....	50 00	
	Ada Van Stone Harris.....	Services for 10 months.....	00 00	
	Anna A. Schryver.....	" " " ".....	00 00	
	H. W. Miller.....	Services for 11 months.....	80 00	
	Mary B. Putnam.....	" " " ".....	80 00	
	Florence Shuites.....	" " " ".....	80 00	
	Chloe N. Daniels.....	" " " ".....	80 00	
	L. L. Jackson.....	" " " ".....	80 00	
	Ada A. Norton.....	" " " ".....	80 00	
	Lola A. McMahon.....	" " " ".....	80 00	
	Abbie Pearce.....	" " " ".....	80 00	
	Annie A. Paton.....	" " " ".....	80 00	
	Helen B. Muir.....	" " " ".....	80 00	
	Maud E. Cannell.....	" " " ".....	80 00	
	Margaret E. Wise.....	" " " ".....	80 00	
	Fred B. Gorton.....	" " " ".....	80 00	
	R. R. Putnam.....	Services for 10 months.....	00 00	
	Emma C. Ackermann.....	Services for 11 months.....	70 00	
	Ida Taylor.....	" " " ".....	820 00	
	Maud Ball.....	" " " ".....	770 00	
	Hattie M. Plankett.....	" " " ".....	770 00	
	Jessie B. Montgomery.....	Services for 10 months.....	700 00	
	W. D. Cramer.....	Services for 11 months.....	660 00	
	Eloise C. Whitney.....	" " " ".....	860 00	
	Fannie C. Burton.....	" " " ".....	608 00	
	Oscar Garlsson.....	" " " ".....	550 00	
	Hilda Lodeman.....	" " " ".....	550 00	
	P. R. Cleary.....	" " " ".....	550 00	
	Martha M. Warner.....	Services for 10 months.....	400 00	
	A. D. Kennedy.....	" " " ".....	170 00	
	E. Maud Cady.....	Services for 6 months.....	420 00	
	Genevieve M. Walton.....	Services for 13 months.....	650 00	
	Frances L. Stewart.....	" " " ".....	888 61	
	Gertrude E. Woodard.....	" " " ".....	780 00	
	C. C. Veoman.....	" " " ".....	780 00	
	A. McPherson.....	" " " ".....	650 00	
	James A. Bailey.....	" " " ".....	520 00	
	John White.....	" " " ".....	520 00	
	James Anderson.....	" " " ".....	520 00	
	Grace V. Taylor.....	Services for 4½ months.....	340 00	
	Sereno B. Clark.....	Services for 9 months.....	180 00	
	W. L. McDiarmid.....	Services for 11 months.....	55 00	
	Clarence E. Green.....	Services for 8½ months.....	7 00	
	Zach Kinne.....	Services for 1½ months.....	3 00	
	Lucy A. Osband.....	Services for 1 month.....	100 00	
	Clara L. Clark.....	" " " ".....	70 00	
	Winnie J. Robinson.....	" " " ".....	70 00	
	Flora Wilber.....	" " " ".....	70 00	
	M. W. Wimer.....	" " " ".....	60 00	
	T. C. Severance.....	" " " ".....	80 00	
	D. C. Van Buren.....	" " " ".....	30 00	
	Herbert Boone.....	" " " ".....	2 00	
	Agnes Moree.....	" " " ".....	18 00	
	Organ boy.....	" " " ".....	2 00	
	Ralph D. Goodrich.....	Services for 4 months.....	8 00	
	Herbert G. Ball.....	Services for 1 week.....	10 00	
Total				\$59,496 61

STATE BOARD OF EDUCATION.

EXHIBIT F.—CONCLUDED.

Date.	No. of voucher.	Credit.	Amounts.	Total.
1895.				
July 5	152	Pay roll for June.....	\$5,411 67	
" 30	170	" " " July.....	386 67	
Aug. 29	191	" " " August.....	381 67	
Oct. 1	214	" " " September.....	5,288 66	
" 29	224	" " " October.....	5,308 66	
Dec. 2	259	" " " November.....	5,308 66	
1896.				
Jan. 1	263	" " " December.....	5,308 66	
" 30	318	" " " January.....	5,308 66	
Mar. 1	349	" " " February.....	5,418 66	
Apr. 2	350	" " " March.....	5,318 66	
" 30	396	" " " April.....	5,318 66	
June 1	415	" " " May.....	5,408 66	
" 30	423	" " " June.....	5,328 66	
Total.....				\$59,496 61

EXHIBIT G.

STATE OF MICHIGAN, In account with Eugene A. Wilson, Treasurer of State Board of Education, for the year ending June 30, 1895.

Credits.	Building.	Library.	Total of building, special, etc.	Current expenses.	Aggregate.	Aggregate, exclusive of balances and transfers.
	Abstract Bb.	Abstract Bb.		Abstract Aa.		
By balance (on hand).....	\$300 17	\$86 42	\$386 59	\$2,001 83	\$2,388 42	-----
cash from State treasury.....				51,181 30	51,181 30	\$51,181 30
cash from earnings of institution.....				9,056 80	9,056 80	9,056 80
cash from other sources.....				228 48	228 48	228 48
transfer (between funds) to.....		1,180 62	1,180 62		1,180 62	-----
Total available during.....	\$300 17	\$1,267 04	\$1,567 21	\$62,418 41	\$63,985 62	\$60,416 58
Footings.....	\$300 17	\$1,267 04	\$1,567 21	\$62,418 41	\$63,985 62	\$60,416 58

Debits.	Abstract B.	Abstract B.		Abstract A.		
To disbursements (exclusive of loans paid).....	\$247 26	\$1,267 04	\$1,514 30	\$58,863 94	\$60,378 24	\$60,378 24
transfers between funds from.....				1,180 62	1,180 62	-----
Total debits during.....	\$247 26	\$1,267 04	\$1,514 30	\$60,044 56	\$61,558 86	\$60,378 34
To balance (on hand) to new acc't.....	52 91		52 91	2,373 85	2,426 76	-----
Footings.....	\$300 17	\$1,267 04	\$1,567 21	\$62,418 41	\$63,985 62	\$60,378 24

EXHIBIT H.

STATE OF MICHIGAN, in account with Eugene A. Wilson, Treasurer of State Board of Education, for the year ending June 30, 1896.

Credits.	Building.	Total of building, special, etc.	Current expenses.	Aggregate.	Aggregate, exclusive of balances and transfers.
	Abstract Bb.		Abstract Aa.		
By balance (on hand).....	\$52 91	\$52 91	\$2,878 85	\$2,428 76	-----
cash from State treasury	12,500 00	12,500 00	56,291 92	68,791 92	\$68,791 92
cash from earnings of institution.....	-----	-----	8,799 10	8,799 10	8,799 10
cash from other sources.....	-----	-----	196 93	196 93	196 93
Total available during	\$12,552 91	\$12,552 91	\$67,661 80	\$80,214 71	\$77,787 95
By balance (overdrawn) to new account.....	-----	-----	5,459 51	-----	-----
Footings.....	\$12,552 91	\$12,552 91	\$73,121 31	\$80,214 71	\$77,787 95

Debits.	Abstract B.	Total of building, special, etc.	Abstract A.	Aggregate.	Aggregate, exclusive of balances and transfers.
To disbursements (exclusive of loans paid)....	\$6,491 88	\$6,491 88	\$73,121 31	\$79,613 19	\$79,613 19
Total debits during.....	\$6,491 88	\$6,491 88	\$73,121 31	\$79,613 19	\$79,613 19
To balance (on hand) to new account.....	6,061 03	6,061 03	-----	601 52	-----
Footings.....	\$12,552 91	\$12,552 91	\$73,121 31	\$80,214 71	\$79,613 19

ESTIMATED NEEDS.

*Estimates of money needed by the State Normal School for each of the fiscal years
1897-1898.*

Advertising	\$100	Ex	.....	\$56,000
Biological department.....	800	P	.....	300
Contingent.....	2,000	P	.....	800
Diplomas.....	250	P	airs).....	1,800
Extra labor.....	300	Ex	.....	2,000
Freight and express.....	100	T	.....	100
Fuel.....	4,700	T	.....	400
Insurance.....	1,000	V	.....	100
Library.....	1,500	W	.....	600
Lighting.....	750			
Music (tuning and repairing).....	150			
Total legislative appropriation.....				\$73,150

Special Appropriation.

Heating plant	\$10,000
Electric lighting plant	2,500
Added library facilities	1,500
Total special appropriation.....	\$14,000

Estimated Receipts.

Admission fees.....	\$7,000
Interest fund	4,300
Diplomas	800
Laboratory fees	400
Interest on deposit	100
Total estimated receipts.....	\$12,500

Balance to be appropriated by legislature for each of the years 1897 and 1898	\$71,150
Total appropriations asked for, for two years	144,300

INVENTORY.

Abstract of inventory of property belonging to Michigan State Normal School, June 30, 1896.

Items.	Amount.	Totals.
Six and nine hundred thirty-five thousandths acres of land.....	\$11,700 00	
Main building	153,000 00	
1 brick building, conservatory of music	8,000 00	
1 " " gymnasium	20,000 00	
1 stone building, boiler house.....	2,000 00	\$194,700 00
Heating apparatus—		
Fuel oil plant.....	\$2,500 00	
3 boilers	5,000 00	
1 steam pump	125 00	
1 boiler cleaner.....	185 00	
Apparatus in gymnasium.....	3,000 00	
Tools	89 00	10,859 00
Lighting apparatus—		
Gas	\$1,000 00	
Electricity.....	1,300 00	2,300 00
Library—		
16 600 volumes.....		27,000 00
Natural science department—		
Botany	\$290 00	
Physiology	600 00	
Biology and geology.....	6,508 00	7,398 00
Physical science department—		
Astronomy.....	\$850 00	
Mechanics	640 50	
Acoustics.....	164 00	
Heat	37 50	
Optics	312 80	
Magnetism and electricity.....	462 50	
Chemical apparatus.....	185 00	
Chemicals	58 89	
Tools	87 00	
Sundries.....	78 40	2,626 59
Apparatus in department of mathematics		200 00
" " " " drawing and geography.....		350 00
" " " " ancient language		74 00
" " " " modern language.....		50 00
" " " " history		120 00
" " " " physical culture.....		2,191 71
Apparatus in training school—		
Anatomical apparatus.....	\$35 00	
Reading	10 00	
Elementary science.....	5 00	
Drawing	25 00	
Microscopes and glasses.....	75 00	
Geography	15 00	
Pamphlet cases.....	2 00	
Scales and measures.....	20 00	
Pictures	25 00	
Kindergarten supplies.....	125 00	
Text books	200 00	
Library, 380 volumes	300 00	
Library cases.....	50 00	
Music charts.....	15 00	902 00
Musical instruments		4,000 00
Furniture.....		6,584 00
Total		259,355 80

BIENNIAL REPORT
OF THE
BOARD OF TRUSTEES
OF THE
INDUSTRIAL SCHOOL FOR BOYS
OF
MICHIGAN

1896

BY AUTHORITY

BOARD OF TRUSTEES.

IRA T. SAYRE, Flushing,	- . - . - .	CHAIRMAN.
W. DONOVAN, Lansing,	- - - - -	TREASURER.
WM. McPHERSON, Howell,	- - - - -	SECRETARY.

REPORT OF THE BOARD OF TRUSTEES.

To the HON. JOHN T. RICH, Governor of Michigan:

As the Board of Trustees of the Industrial School for Boys we take pleasure in submitting this report for the two years ending June 30, 1896.

It seems entirely unnecessary for us to enter into a detailed report of the work done in this institution inasmuch as for the past four years your residence has been in this city where you could at all times be cognizant of what was being done by the management in regard to caring for the large family of boys committed to our care.

We are pleased to say, however, that to us the work of the past two years is most satisfactory, and our old time faith in the reformation of wayward boys is fully sustained, and we are glad to say that no institution in the United States stands the peer of the one with which we have the honor to be connected. Hundreds of these boys are not only reclaimed but are taught some useful trade and at the same time given a good scholastic education.

The greenhouse, for which we received an appropriation from the last legislature, is proving more of a success than we dared to hope in the way of fitting a class of boys for gaining a livelihood after leaving school.

The silo that was built last year was also a much needed addition to our cattle barn and has already demonstrated the wisdom in building it.

We would respectfully call your attention to the condition of the barns which have been newly painted and otherwise repaired.

The farm fences have been rebuilt and a large amount of new fence built, also a fine picket fence in front of the south portion of the grounds.

The small appropriation for fences and sidewalks, and for painting was insufficient to put things in proper shape, but the amount was expended in a judicious manner and we hope for a more liberal sum from the next legislature, as it is true economy to keep fences, buildings, sidewalks and the like in good repair all the time.

The money appropriated for the erection of a new cottage is being used for that purpose according to our best judgment and we hope to have the building ready to occupy by November 1.

Our numbers are increasing steadily and in order to continue our work successfully we feel the great necessity of asking the legislature for an increased appropriation for running expenses. To clothe, feed, educate, and teach trades to 100 boys extra means some \$10,000 a year and we hardly see how we can properly care for all these lads without more means, but considering the fact of the great depression which exists all

through the country today and which is felt quite severely by the farmers, making their taxes seem burdensome, we shall only ask for an increase in our current expense appropriation of the small sum of \$4,000 and shall cut our *wants* clear down below our actual needs. We heartily commend the management of our Superintendent in so carefully conducting the financial affairs of the school as to get through the past year with no deficit. We shall not ask the legislature for any special appropriation for new buildings, but shall only ask a few specials that are absolutely necessary to the maintenance of the buildings and preservation of the property in our charge. We regret the necessity, however, of postponing some needed repairs that should have been made during the past year had there been means to accomplish them.

We beg to call your close attention of the present need of means by which to overhaul our immense steam and water plant which is liable to fail before we can get through another winter. Some of our boilers and engine have been in constant use for over thirty years and must be replaced with new ones. A part of our heating apparatus is worn out and the repairs which we are obliged to make every summer would more than pay the interest on a much larger sum of money than it would cost to put in a new plant. We therefore ask for \$5,000 for that purpose.

Please find below a recapitulation of our needs as to current expenses:

For general salaries.....	\$13,466 00
Teachers' salaries.....	4,300 00
Food	15,000 00
Clothing.....	5,340 00
Laundry expenses.....	500 00
Heating.....	6,620 00
Lights.....	1,600 00
Medical expenses.....	540 00
Stationery and printing.....	844 00
Amusement and instruction.....	600 00
Household supplies.....	1,600 00
Furniture and bedding.....	1,300 00
Improvement and repairs.....	2,500 00
Tools and machinery.....	400 00
Farm and garden.....	4,140 00
Freight and transportation.....	1,400 00
Miscellaneous expenses.	1,150 00
Industrial training expenses.....	2,700 00
	<hr/>
Total.....	\$64,000 00
Less estimated farm products.....	4,000 00
	<hr/>
	\$60,000 00

SPECIAL APPROPRIATION.

We ask the following:

For Maintenance Department of Teachers.....	\$2,000 00
Sidewalks and fences.....	1,000 00
Painting, papering, etc.....	1,000 00
Overhauling steam and water system.....	5,000 00
	<hr/>
	\$9,000 00

REPORT OF THE SUPERINTENDENT.

To the Honorable Board of Trustees of the Industrial School for Boys:

June 30, 18 6, marks the date upon which we must give an account of our work for the two preceding years.

It is with pleasure, gentlemen, that I submit the biennial report covering that period.

The reformation of wayward boys is so far reaching and extensive in its scope that it is impossible to give anything more than a superficial report of work done, necessarily leaving results to be determined by a long period of time.

Having been connected with this institution in some capacity nearly all the time for the past twenty-five years gives me an acquaintance and correspondence with probably a larger number of boys who have passed through this school than that of any other man in Michigan, and I am glad to say that all the information gained from those sources point only to the success of the school in nearly every case.

I am receiving letters from young men in Mexico, Montana, Indian Territory and all parts of the west who are prospering in every way and who unhesitatingly credit this school with their success in life, and boys and young men call at my office almost daily who are anxious to look through the institution, and especially the particular school room in which they received about all the education they possess. While I do not give any statistical tables showing to a mathematical certainty just what per centage of our boys are reclaimed, I do believe that this school is doing a great and good work for the lads committed to its care as well as for the State of Michigan.

During the last two years we have received 688 boys and have released on full discharge 306, on leave of absence 307, 6 have been returned as improper subjects, and 3 have died. In 1895 we were so unfortunate as to lose three boys, two with diphtheria and one with pneumonia. No deaths have occurred in the past eighteen months, and at this date a most excellent state of health prevails throughout the institution. We have had no escapes to record for the two years.

We have been unable to procure chair caning to any extent for a long time. I sometimes think it is as well that we do not, for it amounts to nothing to a boy as a trade. We have during the last year kept our carpentry department running with a large force of boys and the results are most gratifying, as very many of them who have gone from that department are now, despite the hard times getting good wages and plenty of

work. In many instances they are boys whom owing to unfortunate circumstances would surely have drifted again into bad company and vicious habits had it not been for their trade. The same can be said of boys from the tailor shop, printing office and bake shop. I only wish the legislature would give us ten thousand instead of two thousand dollars for the department of technology, for I believe that we can do nothing better for these boys than to give them an insight *into* and a taste *for* some trade at the same time we are correcting tendencies to wayward and sinful habits.

I feel that there is a growing misconception of the genius of this institution among the people of Michigan which I wish might be corrected. As our numbers increase, caused by hard times and the scarcity of employment, it is often suggested that I place more boys out in homes, comparing that feature of our work with that done by the State Public School. As I understand it the aims and purposes of the two institutions differ so widely that no comparison between the two can be made along that line. The State Public School is expected to deal entirely with dependent and homeless children or at least those who would be called homeless, while we have very few who are entirely homeless. Our object is the reformation of those committed to our care and we keep them about two years or a sufficient length of time to correct as far as possible wayward habits, that if continued would cause their complete ruin, and at the same time we endeavor to fit them for earning a livelihood in future years by the trades which we teach. As a rule our boys are returned to their homes upon leave of absence whenever the Board of Trustees deem it best. It would in my opinion be very unwise to place boys out in homes through the country, who have even fair homes elsewhere. They would very soon become homesick and discontented and take some means of finding their own homes, or their parents or other legal guardians would interfere, which in either case would result in the boy being returned to the school.

I have a large number of applications that I am unable to supply but still our numbers increase steadily. The question of how we can clothe, feed and care for them, furnish teachers and instructors for so large a number within our present appropriation is a problem which confronts us and at present is difficult to solve.

We have not been entirely unsuccessful in our farm work although last year would not be called a great success from an agricultural standpoint.

We filled our new silo with an excellent quality of ensilage which fed our herd of cows economically through the winter and spring, and we put into the cellar 2,500 bushels of potatoes for the use of the boys.

I found it necessary to purchase a farm team last spring and as most of our horses are old and worn out, we shall be compelled to replace them with at least two new teams within the coming year. We have broken up ten acres of new land on the north part of the farm and expect to clear ten acres more this fall.

A large amount of tile has been laid and some of the land that in former years was entirely unavailable is now the best land we have for garden purposes.

The farm still needs extensive drainage and I would suggest that you ask the legislature for an appropriation for that purpose.

The greenhouse which we have built is already proving a great success in the way of giving boys profitable instructions in that line, and I have

been able to place several boys in good homes solely on account of their taste and knowledge in the way of propagating and caring for flowers. I consider it a very valuable addition to the institution.

I have also added a blacksmith shop which has been a much needed department for a long time. In that shop we repair all wagons, buggies, farm implements, engineer's tools, shoe all our horses and do all sorts of iron work that is necessary throughout the whole plant.

As the money appropriated for the new cottage was not available until 1896 we could not commence building until last April. The building at this date is progressing finely and I am sure you made no mistake in employing Mr. Brundage as superintendent of construction and doing the work by the day instead of by contract. We hope to have it completed by November 1. It was my intention to vacate the east wing upon the completion of that cottage, but judging from the steady increase in the number of boys, it will be impossible for me to do so as we shall have 600 boys before November, making our condition as crowded as it was two years ago, without the added capacity of the new cottage. Allow me to suggest in this connection that as there is no limit to the number of boys that may be committed to this institution, and as there is every indication that our number will exceed 600 this fall, it will be necessary for you to ask the legislature for an increase in our current expense appropriation commensurate with the increased number of boys which must be clothed, fed, educated and cared for.

In order to get through the past year without contracting debts I have been compelled to postpone some needed repairs and alterations and finding it necessary to supply our store room from month to month have been unable to take advantage of the market in purchasing such supplies.

The new cottage also makes it necessary to add three to the number of employes.

Nearly all of our wooden buildings have been repainted on the outside but as the appropriation for that purpose was so small it was impossible to do the necessary inside painting, finishing, etc.

Also in regard to sidewalks and fences. I have expended the amount set aside for that to the best of my judgment, but found it inadequate to our needs.

I hope you will ask for an increased amount for these two funds.

This institution has been paying the city of Lansing \$1,000 per year for its water supply which in my opinion pays for more water than we use. However, as the members of the water board are not satisfied with that amount, I would suggest that you provide storage either in the way of a stand pipe or large tank and furnish water from our Artesian well, which is 600 feet deep and produces as fine water as can be found in the world. After the first outlay the institution would save about \$700 a year at least.

The steam plant, a part of which has been in active operation for thirty years, is sadly in need of overhauling. We need at least two new boilers and an addition to our lower boiler house. Our engineer will spend all this summer patching and repairing and then, the plant will scarcely be safe to carry us through another winter. I would recommend that you ask for an appropriation for overhauling and remodeling the entire steam and water plant.

We are sadly in need of a new floor in the large bath room, which is 32x150, and it has been simply impossible for us to put it in from our current expense.

During the past two years our boys have made good progress in all departments, evincing a deeper interest in their studies and their trades than ever before. Our music has been greatly improved and at present we are teaching the rudiments of music in each of our school rooms.

Our choir of thirty boys has more than sustained its enviable reputation, and while I have been glad to allow the people of several towns about the country to enjoy their music, I have been obliged to refuse very many requests for their services. Some of our boys sing for entertainments given by the different churches in town nearly every week and frequently are invited to conduct the singing during the church service on Sunday morning.

Several of the pastors have invited our whole family of nearly 600 boys to attend church in a body, and the boys all appreciate the kindness.

Our military drill has been made a more prominent feature than ever, giving an hour's attention to it every Tuesday and Thursday morning.

The twenty-third National Conference of Charities and Correction was held from the 4th to the 10th of this present month at Grand Rapids.

Mrs. St. John and I attended and on Monday, June 8, I arranged for about fifty superintendents and delegates to visit our school in a body. It was a company of very refined, intelligent, and wide awake ladies and gentlemen, and their enthusiasm and interest in industrial school work was very evident.

In the capacity of State agent I have looked after a large number of the 700 boys whom we have out on leave of absence in different parts of the State, visiting personally more than 400 of them and in many cases adjusting little difficulties that if not looked after would have resulted in the boys being returned to the school. I consider that branch of my work very important to the welfare of our boys. My correspondence with boys who have passed through the school is very large and is helpful in holding them in line. The county agents throughout the State have done a grand work for us in the way of securing homes and placing boys from this institution.

It gives me great pleasure to make the following acknowledgments in closing this report:

To the Governor of the State who has ever been deeply interested in the welfare of the boys.

To all the newspaper men who have remembered us with their publications.

To Gen. R. A. Alger who is ever generous to the boys and Mrs. John J. Bagley who never forgets them.

To Secretary Storrs and the Board of Corrections and Charities for their interest in our well being.

To the citizens of Lansing who know us well and who are always thinking of some nice treat for the boys.

To Manager Baird who frequently compliments the whole 600 to some entertainment in his opera house.

To the several ministers of the city who are always glad to look after our spiritual welfare.

To our physician, Dr. Wellings, who is very zealous in caring for the sick among our numbers.

And especially do I acknowledge the hearty and loyal support of our whole corps of employes who are always ready to carry out my slightest wish in regard to their work, and I feel sure that no institution in the

world is equipped with a more efficient and loyal force than is the Industrial School for Boys in Michigan.

I desire to say also that without the hearty co-operation of the boys as well as employes, our work for the past two years could not have been a success.

I cannot express my gratitude to you, gentlemen of the Board of Trustees, for your steadfast support and sympathy, your uniform consideration and confidence, and your determination to have this school managed for the best interest of the lads committed to its care.

To the good Father of us all who cares for every boy, I commend this large family.

With well grounded hopes for still greater success in the reformation of the wayward youths of Michigan during the coming years, I remain,

Very respectfully,

J. E. ST. JOHN,
Superintendent.

STATISTICAL TABLES.

TABLE I.

	Number received since opening.	Number in school June 30, 1894.	Year ending June 30, 1895.		Year ending June 30, 1896.		Number in school June 30, 1896.
			Admitted.	Released.	Admitted.	Released.	
White boys.....	5,881	432	338	293	336	317	496
Colored boys.....	372	39	8	7	5	4	41
Indians.....	17	2		1	1		2
Girls.....	8						
Totals.....	6,278	473	346	301	342	321	539

TABLE II.

Counties from which boys have been received.

Counties.	1894-5.		1895-6.		Previous years.	Total.
	New boys.	Returned boys.	New boys.	Returned boys.		
Alcona.....	1				7	8
Alger.....	2				1	3
Allegan.....	3	1	4		51	59
Alpena.....	2		3		26	31
Antrim.....	3		1		9	13
Arenac.....						
Baraga.....						
Barry.....	1		2	1	35	39
Bay.....	11	1	9		223	244
Benzie.....			1	1	9	11
Berrien.....	12		18		85	110
Branch.....	1			1	101	103
Calhoun.....	6	1	7		211	225
Cass.....	6		3	1	58	68
Charlevoix.....	2		2		5	9
Cheboygan.....			2		5	7
Chippewa.....	4		4		9	17
Clare.....					7	7
Clinton.....					56	56
Crawford.....		1	1		6	8
Delta.....	1	1	2		10	14
Dickinson.....	1		1		3	5
Eaton.....	5	1	5		124	135

INDUSTRIAL SCHOOL FOR BOYS.

TABLE II.—CONCLUDED.

Counties.	1894-5.		1895-6.		Previous years.	Total.
	New boys.	Returned boys.	New boys.	Returned boys.		
Emmet.....	5				25	30
Genesee.....	3		1	1	140	145
Gladwin.....	2				4	6
Gogebic.....	2		1		10	13
Grand Traverse.....	2		1		11	14
Gratiot.....	4		1	1	54	60
Hillsdale.....	2		4		79	85
Houghton.....	2		2		28	32
Huron.....	3		5		4	12
Ingham.....	5	1	14		190	210
Ionia.....	5	1	2		80	88
Iosco.....		1	2		30	33
Iron.....						
Isabella.....					25	25
Jackson.....	5		8		208	216
Kalamazoo.....	8		8		188	204
Kalkaska.....					6	6
Kent.....	16	3	22	3	313	357
Keweenaw.....					2	2
Lake.....			1		7	8
Lapeer.....	6	1	2	1	78	83
Leelanau.....	2			1	3	6
Lenawee.....	4	1	5		184	194
Livingston.....	3		2		38	43
Luce.....					4	4
Mackinac.....			1		11	12
Macomb.....	4		3		58	65
Manistee.....	11		7	1	67	86
Marquette.....	1		3		55	59
Mason.....	2		4	1	32	39
Mecosta.....	5		1	3	58	67
Menominee.....	7			1	33	41
Midland.....			3		21	24
Missaukee.....			5		2	7
Monroe.....	2		3	1	50	56
Montcalm.....	2		1		66	69
Montmorency.....					2	2
Muskegon.....	5	2	4	3	88	100
Newaygo.....	4		2		25	31
Oakland.....	4	2	5		106	119
Oceana.....	1				11	12
Ogemaw.....			2		4	6
Ontonagon.....	1					1
Oscoda.....	3		3		18	24
Oscoda.....						
Otsego.....					2	2
Ottawa.....	1	1	3		76	81
Presque Isle.....		1			2	3
Roscommon.....					1	1
Saginaw.....	4	2	12	1	245	264
Sanilac.....	3		4		15	22
Schoolcraft.....	2				2	4
Shiawassee.....	8	1	5	1	68	81
St. Clair.....	12	1	5		146	164
St. Joseph.....	2		3		68	68
Tuscola.....	3				37	40
Van Buren.....	10	1	10	1	60	82
Washtenaw.....	3	2	4	2	156	167
Wayne.....	78	5	76	5	1,230	1,389
Wexford.....	1		1		39	41
Totals.....	314	32	310	32	5,590	6,278

STATISTICAL TABLES.

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TABLE III.
Nativity of boys.

United States.	1894-5.	1895-6.	Previous years.	Total.
Michigan.....	225	261	3,270	3,756
Indiana.....	7	4	138	149
Ohio.....	13	9	200	222
New York.....	9	4	461	474
Pennsylvania.....		2	58	60
Virginia.....	1		15	16
Tennessee.....			3	3
Illinois.....	4	1	75	80
Massachusetts.....	2		51	53
Missouri.....			13	13
Connecticut.....	1		10	11
Maine.....			6	6
New Jersey.....			8	8
Wisconsin.....	3	2	40	45
Kentucky.....	1		19	20
Arkansas.....			5	5
Vermont.....			18	18
Louisiana.....	1		4	5
Rhode Island.....			4	4
District of Columbia.....			2	2
Iowa.....	2		14	16
Alabama.....	1		3	4
California.....			3	3
North Carolina.....			1	1
New Hampshire.....			2	2
Texas.....			1	1
South Carolina.....			3	3
Maryland.....			3	3
Delaware.....			2	2
Minnesota.....	1	2	5	8
Florida.....			2	2
Kansas.....	1	2	8	11
Georgia.....			2	2
Nebraska.....			1	1
Mississippi.....			1	1
Montana.....		1	1	2
Dakota.....			1	1
West Virginia.....	1			1
Colorado.....	1			1
Nevada.....	1			1
Washington.....	1			1
Totals.....	276	288	4,448	5,012
<i>Foreign countries.</i>				
Canada.....	25	24	601	650
Germany.....	9	7	159	175
England.....	5	1	65	71
Ireland.....	1		88	89
Holland.....	5	1	32	38
Scotland.....			11	11
Prussia.....			4	4
Jersey Isles.....			1	1
France.....	1	2	6	9
On the ocean.....		1	2	3
South America.....			1	1
Switzerland.....		1	3	4
West Indies.....			1	1
Sweden.....	4	3	8	15
Hungary.....		1	1	2
Austria.....			3	3
Poland.....	6	4	29	39
Italy.....	2		3	5
Mexico.....			1	1
New Brunswick.....			1	1
Norway.....	2	2	4	8
Belgium.....			2	2
Russia.....	3		3	6
Unknown.....	7	7	118	127
Totals.....	70	54	1,142	1,266

TABLE IV.
Nativity of boys' fathers.

Countries.	1894-5.	1895-6.	Previous years.	Total.
America.....	68	75	1,992	2,135
Canada.....	37	29	501	567
Germany.....	34	26	478	538
Ireland.....	7	5	718	730
England.....	11	7	218	231
France.....	3	1	63	67
Holland.....	6	7	58	71
Scotland.....	1	2	46	49
Prussia.....			6	6
Africa.....			16	16
Russia.....	3		4	7
Norway.....	2	1	10	13
Wales.....			8	8
Chili.....			2	2
Switzerland.....			3	3
Belgium.....			5	5
West Indies.....			3	3
Sweden.....	5	3	16	24
Hungary.....		1	4	5
Bohemia.....	1		4	5
Denmark.....	1	1	5	7
Poland.....	11	11	45	67
Austria.....			2	2
New Brunswick.....			1	1
Italy.....	2		2	4
Finland.....	1		1	2
Persia.....			1	1
Unknown.....	153	173	1,383	1,709
Totals.....	346	342	5,590	6,278

STATISTICAL TABLES.

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TABLE V.

Cause of commitments.

	1894-5.	1895-6.	Previous years.	Total.
Larceny	149	148	3,210	3,507
Grand larceny	2		73	75
Burglary	7	9	117	133
Burglary and larceny			64	64
Assault and battery	9	8	271	288
Assault	1		11	12
Attempt to murder			3	3
Vagrancy	6	6	378	390
Malicious trespass	1	2	91	94
Truancy	23	30	17	70
Arson	2		26	28
Rape			6	6
Boarding railroad trains			6	6
Prostitution			7	7
False pretenses			18	18
Careless use of firearms	1		4	5
Compound larceny			2	2
Manslaughter			5	5
Horse stealing	2	2	14	18
Forgery	1	1	8	10
House breaking			3	3
Defacing buildings		2	4	6
Breaking locks			1	1
Disorderly persons	32	28	38	98
Truancy and disorderly	52	43	661	756
Drunkenness	1	1	11	13
Robbing U. S. mail			4	4
Violating local option law		1		1
Placing obstructions on railroad	1	1	6	8
Juvenile disorderly	18	27	151	196
Embezzlement			2	2
Carrying concealed weapons		1	3	4
Malicious destruction of property	4		10	14
Attempt to commit robbery			1	1
Cruelty to horse			1	1
Receiving stolen property	1			1
Indecent exposure of person	1			1
Returned	32	32	368	432
Totals	346	342	5,590	6,278

TABLE VI.

Courts by which commitments were made.

	1894-5.	1895-6.	Previous years.	Total.
Justices of the peace.....	200	188	3,505	3,893
Police justices.....	59	58	727	844
Police judges.....	17	26	116	159
Circuit courts.....	14	17	479	510
Recorders' courts.....	22	20	868	410
Superior courts.....	2	1	17	20
U. S. district courts.....			3	3
Committed by Governor.....			1	1
Probate courts.....			1	1
Returned.....	32	32	378	437
Totals.....	346	342	5,590	6,278

TABLE VII.

Average number of months boys have remained in the institution.

Years.	Months.	Years.	Months.
1860-1.....	28½	1878-9.....	21½
1861-2.....	32½	1879-80.....	23½
1862-3.....	31	1880-1.....	24
1863-4.....	28½	1881-2.....	19½
1864-5.....	22	1882-3.....	21
1865-6.....	27	1883-4.....	23
1866-7.....	20	1884-5.....	22
1867-8.....	30½	1885-6.....	23
1868-9.....	32½	1886-7.....	26
1869-70.....	30½	1887-8.....	26
1870-1.....	32½	1888-9.....	22½
1871-2.....	32½	1889-90.....	23½
1872-3.....	30	1890-1.....	23½
1873-4.....	27½	1891-2.....	22½
1874-5.....	30	1892-3.....	22
1875-6.....	31½	1893-4.....	19
1876-7.....	25½	1894-5.....	18
1877-8.....	29	1895-6.....	18½

STATISTICAL TABLES.

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TABLE VIII.

Disposition of boys released.

	1894-5.	1895-6.
Discharged.....	151	155
Granted leave of absence.....	145	162
Escaped.....		
Died.....	8	
Returned to county as improper subject.....	2	4
Totals.....	301	321

TABLE IX.

Number employed in different departments at close of fiscal year.

	1894-5.	1895-6.
Cane shop.....	105	115
Printing office.....	50	50
Tailor shop.....	50	50
Carpenter shop.....	50	50
Engine room.....	7	7
Painting.....	6	7
Bake shop.....	10	10
Laundry.....	10	10
Boys' kitchen.....	21	21
Boys' dining room.....	14	14
Mending room.....	35	35
Dormitory and cleaning.....	40	40
Officers' kitchen.....	5	5
Office boys.....	2	2
Hospital boys.....	2	2
Dairy.....	12	12
Farm, garden and grounds.....	99	109
Totals.....	518	539

INDUSTRIAL SCHOOL FOR BOYS.

TABLE X.
Age of boys received.

	1894-5.	1895-6.	Previous years.	Total.
Seven years old.....			7	7
Eight years old.....		2	7	9
Nine years old.....		3	25	28
Ten years old.....	20	31	398	449
Eleven years old.....	31	33	595	659
Twelve years old.....	49	59	885	993
Thirteen years old.....	78	60	982	1,120
Fourteen years old.....	83	68	1,108	1,259
Fifteen years old.....	80	79	1,289	1,448
Sixteen years old.....	5	7	271	283
Seventeen years old.....			16	16
Eighteen years old.....			3	3
Nineteen years old.....			1	1
Twenty years old.....			3	3
Totals.....	346	342	5,590	6,278

TABLE XI.
Number received by months.

	1894-5.	1895-6.	Previous years.	Total.
July.....	17	24	505	546
August.....	33	31	475	539
September.....	29	22	459	510
October.....	39	27	484	550
November.....	38	38	431	607
December.....	20	31	504	555
January.....	83	18	392	443
February.....	23	29	388	440
March.....	24	32	486	542
April.....	30	31	445	506
May.....	25	32	506	563
June.....	35	27	515	577
Totals.....	346	342	5,590	6,278

TABLE XII.
Number released by months.

	1894-5.	1895-6.	Previous years.	Total.
July	36	33	470	539
August	29	20	429	478
September	29	33	386	448
October	13	32	385	430
November	6	13	323	347
December	15	6	299	320
January	12	11	300	323
February	17	13	339	369
March	36	56	540	632
April	53	53	626	732
May	18	37	549	604
June	37	14	466	517
Totals	301	321	5,117	5,739

TABLE XIII.
Number of boys in the institution the first day of each month.

	1894-5.	1895-6.
July	473	518
August	455	508
September	459	519
October	459	507
November	483	502
December	515	527
January	521	554
February	542	561
March	548	577
April	536	553
May	513	531
June	520	526

Social condition of boys received.

	1894-5.	1895-6.
Parents both living	169	188
Father living, mother dead	79	69
Mother living, father dead	75	59
Parents both dead	23	26
Totals	346	342
Intemperate homes	79	84
Temperate homes reported	267	258
Totals	346	342
Previous companionship:		
Good	27	20
Fair	88	118
Bad	231	204
Totals	346	342
Previous arrests:		
One	76	100
Two	55	52
Three	22	25
Four	11	11
Five	5	7
Six	2	2
More than six times	6	5
Committed on first arrest	169	140
Totals	346	342
Scholarship when received:		
1st Reader	36	28
2d "	58	77
3d "	100	98
4th "	95	82
5th "	37	26
6th "	17	18
Could not read	8	3
Totals	346	342
Church previously attended:		
Catholic	96	84
Methodist	67	61
Baptist	28	29
Presbyterian	14	14
Episcopal	11	8
Lutheran	10	8
Jewish	10	2
Congregational	6	13
Holland	8	6
Norwegian	1	
Free Methodist	2	4
Advent	3	2
Christian	1	2
United Brethren	1	
None	90	109
Totals	346	342

TREASURER'S REPORT.

TABLE I.

Industrial School for Boys in account with W. Donovan, Treasurer, for year ending June 30, 1895.

Account of special appropriations.	Debits.		Credits.		
	Disbursements.	Balance June 30, 1895.	Totals.	Balance June 30, 1894.	From State Treasurer.
Department technology.....	\$272 78	\$250 00	\$523 88	\$23 88	\$500 00
Painting.....	67 10	307 90	375 00	-----	375 00
Sidewalks and fences.....	6 25	368 75	375 00	-----	375 00
Silo.....	-----	500 00	500 00	-----	500 00
Totals	\$346 18	\$1,427 25	\$1,773 88	\$23 88	\$1,750 00

TABLE II.

Industrial School for Boys in account with W. Donovan, Treasurer, for year ending June 30, 1896.

Account of special appropriations.	Debits.		Credits.		
	Disbursements.	Balance June 30, 1896.	Totals.	Balance June 30, 1895.	From State Treasurer.
Department technology.....	\$1,221 16	\$29 44	\$1,250 60	\$250 60	\$1,000 00
Painting.....	619 87	63 08	682 90	307 90	375 00
Sidewalks and fences.....	554 04	189 71	743 75	368 75	375 00
Silo.....	500 00	-----	500 00	500 00	-----
Greenhouse.....	805 54	194 46	1,000 00	-----	1,000 00
New cottage.....	3,922 75	4,077 25	8,000 00	-----	8,000 00
Totals	\$7,623 86	\$4,553 89	\$12,177 25	\$1,427 25	\$10,750 00

INDUSTRIAL SCHOOL FOR BOYS.

Analysis of cash receipts and disbursements through current expense account.

Classification.	Fiscal year, 1894-5.		Fiscal year, 1895-6.	
	Disbursements.	Receipts.	Disbursements.	Receipts.
Salaries and wages.....	\$14,231 37	-----	\$14,983 06	-----
Food.....	15,654 78	90 42	14,567 47	\$43 78
Clothing.....	5,863 92	70 66	7,362 72	9 56
Laundry expenses.....	269 20	-----	240 00	-----
Heating.....	6,239 79	37 95	6,958 18	28 64
Light.....	1,808 22	-----	1,501 54	-----
Medical supplies.....	657 30	-----	324 34	-----
Stationery, printing, etc.....	898 44	5 00	795 28	13 25
Amusement and instruction.....	769 50	7 75	671 08	42 45
Household supplies.....	1,914 34	5 00	1,487 74	5 44
Furniture and bedding.....	1,157 16	6 50	302 61	-----
Improvements and repairs.....	3,006 25	3 41	2,200 74	789 64
Tools and machinery.....	303 99	-----	581 00	-----
Farm, garden, stock and grounds.....	6,683 57	6,540 61	5,285 77	4,968 54
Freight and transportation.....	1,011 33	9 54	1,394 70	13 61
Miscellaneous expenses.....	1,310 80	923 04	1,060 50	546 38
Industrial training.....	4,364 60	941 70	2,802 86	478 62
Balance 1893, returned to State Treasurer.....	478 00	-----	-----	-----
Totals.....	\$66,647 56	\$8,551 58	\$62,539 49	\$6,939 91
Receipts from State Treasurer.....	-----	56,000 00	-----	56,000 00
Balance commencing fiscal year.....	-----	6,824 36	-----	4,728 38
Balance close fiscal year.....	4,728 38	-----	5,128 80	-----
Totals.....	\$71,875 94	\$71,875 94	\$67,668 29	\$67,668 29

TREASURER'S REPORT.

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STATE OF MICHIGAN in account with W. Donovan, Treasurer Industrial School for Boys.

TREASURER, DEBIT.			
1894.			
July 1	To cash balance on hand	\$6,847 74	
1895.			
June 30	To cash received from State treasurer, current expense	56,000 00	
	To cash received from State treasurer, special expenses	1,750 00	
	To cash received from food	\$0 42	
	To cash received from clothing	70 66	
	To cash received from heating	37 95	
	To cash received from stationery, printing, etc.	5 00	
	To cash received from amusement and instruction	7 75	
	To cash received from household supplies	5 00	
	To cash received from furniture and bedding	6 50	
	To cash received from improvements and repairs	3 41	
	To cash received from farm, garden, stock and grounds	6,540 61	
	To cash received from freight and transportation	9 54	
	To cash received from miscellaneous expenses	923 04	
	To cash received from industrial training	941 70	
		8,551 58	\$73,149 32
TREASURER, CREDIT.			
1894.			
July	By abstract No. 1, current expense	5,960 05	
Aug.	By abstract No. 2, current expense	4,080 56	
Sept.	By abstract No. 3, current expense	4,896 64	
Oct.	By abstract No. 4, current expense	4,595 76	
Nov.	By abstract No. 5, current expense	8,840 33	
Dec.	By abstract No. 6, current expense	6,470 95	
Dec.	By abstract No. 7, special expense	23 38	
1895.			
Jan.	By abstract No. 8, current expense	6,105 57	
Feb.	By abstract No. 9, current expense	5,491 15	
March	By abstract No. 10, current expense	5,295 94	
April	By abstract No. 11, current expense	4,980 91	
May	By abstract No. 12, current expense	5,309 46	
May	By abstract No. 13, special expense	222 75	
June	By abstract No. 14, current expense	4,580 22	
June	By abstract No. 15, special expense	100 00	
	By cash on hand	6,155 68	73,149 32

INDUSTRIAL SCHOOL FOR BOYS.

STATE OF MICHIGAN in account with *W. Donovan, Treasurer Industrial School for Boys.*

		TREASURER, DEBIT.			
1895.					
July 1	...	To cash balance on hand	96,155 63		
1896.					
June 30	...	To cash received from State treasurer, current expense	56,000 00		
		To cash received from State treasurer, special expense	10,750 00		
		To cash received from food	543 78		
		To cash received from clothing	9 56		
		To cash received from heating	28 64		
		To cash received from stationery, printing, etc.	13 25		
		To cash received from amusement and instruction	42 45		
		To cash received from household supplies	5 44		
		To cash received from improvements and repairs	789 64		
		To cash received from farm, garden, stock and grounds	4,968 54		
		To cash received from freight and transportation	13 61		
		To cash received from miscellaneous expenses	545 88		
		To cash received from industrial training	478 63	6,939 91	379,545 54
		TREASURER, CREDIT.			
1895.					
July	...	By abstract No. 1, current expense	4,545 22		
July	...	By al ct No. 2, special expense	398 60		
Aug.	...	By al ct No. 3, current expense	4,417 83		
Aug.	...	By al ct No. 4, special expense	230 97		
Sept.	...	By al ct No. 5, current expense	3,515 87		
Sept.	...	By al ct No. 6, special expense	510 82		
Oct.	...	By al ct No. 7, current expense	6,978 53		
Oct.	...	By al ct No. 8, special expense	268 50		
Nov.	...	By al ct No. 9, current expense	7,840 70		
Nov.	...	By al ct No. 10, special expense	302 59		
Dec.	...	By al ct No. 11, current expense	5,514 90		
Dec.	...	By al ct No. 12, special expense	159 23		
1896.					
Jan.	...	By al 13, current expense	3,584 11		
Jan.	...	By al 14, special expense	161 85		
Feb.	...	By al 15, current expense	6,573 92		
Feb.	...	By al 16, special expense	100 00		
March	...	By al 17, current expense	3,965 06		
March	...	By al 18, special expense	299 40		
April	...	By al 19, current expense	4,490 48		
April	...	By al 20, special expense	956 93		
May	...	By al 21, current expense	5,473 91		
May	...	By al 22, special expense	1,745 28		
June	...	By al 23, current expense	4,149 41		
June	...	By al 24, special expense	2,584 50		
		By ct	9,652 69	79,845 54	

STATE OF MICHIGAN, in account with W. Donohoe, Treasurer Industrial School for Boys, for the year ending June 30, 1895.

TREASURER'S REPORT.

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Date.	Credits.	Depart- ment tech- nology.	Painting.	Sidewalks and fences.	Silo.	Total of building, special, etc.	Current expenses.	Aggregate.	Aggregate, exclusive of balances and transfers.
		Abstract Bb.	Abstract Bb.	Abstract Bb.	Abstract Bb.		Abstract Aa.		
1894. July 1	By balance (o cash from cash from cash from	\$23 28 500 00 -----	\$375 00 ----- -----	\$375 00 ----- -----	\$500 00 ----- -----	\$23 38 1,750 00 -----	\$6,534 28 56,000 00 941 70 7,009 88	\$6,847 74 57,750 00 941 70 7,009 88	----- \$57,750 00 941 70 7,009 88
	Total available during	\$523 38	\$375 00	\$375 00	\$500 00	\$1,773 38	\$71,375 94	\$73,149 32	\$65,301 53
	Footings	\$523 38	\$375 00	\$375 00	\$500 00	\$1,773 38	\$71,375 94	\$73,149 32	\$65,301 53
	Debits.	Abstract B.	Abstract B.	Abstract B.	Abstract B.		Abstract A.		
1895. June 30	To disbursements (exclusive of loans paid)	\$272 78	\$67 10	\$6 25		\$346 13	\$95,647 54	\$95,993 69	\$95,993 69
	Total debits during	\$272 78	\$67 10	\$6 25		\$346 13	\$95,647 54	\$95,993 69	
	To balance (on hand) to new account	250 60	\$37 90	\$68 75	\$500 00	1,427 25	4,738 38	6,153 63	
	Footings	\$523 38	\$375 00	\$375 00	\$500 00	\$1,773 38	\$71,375 94	\$73,149 32	

INDUSTRIAL SCHOOL FOR BOYS.

STATE OF MICHIGAN, in account with W. Donovan, Treasurer Industrial School for Boys, for the year ending June 30, 1896.

Date.	Credits.	New cottage.	Green-houses.	Department technology.	Painting.	Sidewalks and fences.	Bldg.	Total of building, special, etc.	Current expenses.	Aggregate.	Aggregate, exclusive of balances and transfers.
		Abstract Bb.	Abstract Bb.	Abstract Bb.	Abstract Bb.	Abstract Bb.	Abstract Bb.		Abstract Aa.		
1895. July 1	By balan cash cash cash	88,000 00	91,000 00	2250 00 1,000 00	3907 90 375 00	3908 76 375 00	3500 00	31,427 25 10,750 00	34,728 88 35,000 00 478 62 8,451 29	36,125 63 66,750 00 478 62 8,451 29	908,760 00 478 62 6,451 29
	Total available during	88,000 00	\$1,000 00	\$1,250 00	3653 90	3743 75	3500 00	\$12,177 25	\$67,688 29	\$79,845 54	\$79,845 91
	Footings.....	88,000 00	\$1,000 00	\$1,250 00	3653 90	3743 75	3500 00	\$12,177 25	\$67,688 29	\$79,845 54	\$79,845 91
	Debit.		Abstract B.	Abstract B.	Abstract B.	Abstract B.	Abstract B.		Abstract A.		
1896. June 30	To disbursements (exclusive of loans paid)	\$3,922 75	3805 54	\$1,221 16	3619 37	3654 04	3500 00	\$7,638 36	\$62,539 49	\$70,163 85	\$70,163 25
	To to new at	33,922 75 4,077 25	3805 54 194 46	\$1,221 16 29 44	3619 37 68 08	3654 04 139 71	3500 00	\$7,638 36 4,533 89	\$62,539 49 5,128 80	\$70,163 85 9,662 69	..........
	Footings.....	38,000 00	\$1,000 00	\$1,250 60	3638 90	3743 75	3500 00	\$12,177 25	\$67,688 29	\$79,845 54

TREASURER'S REPORT.

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Ledger balances July 1, 1896.

Account.	Dr.	Cr.
Inventory.....		\$275,465 80
Cash account.....	\$9,682 69	
Chair work accounts.....	104 60	
Land and buildings.....	228,055 00	
Food.....	881 15	
Clothing.....	12,119 16	
Laundry.....	1,018 88	
Heating.....	408 75	
Light.....	9 55	
Medical supplies.....	161 53	
Stationery, printing, etc.....	410 99	
Amusement and instruction.....	3,573 28	
Household supplies.....	2,655 20	
Furniture and bedding.....	12,067 89	
Improvements and repairs.....	3,012 98	
Tools and machinery.....	5,401 79	
Farm, garden, stock and grounds.....	4,914 40	
Industrial training.....	2,730 20	
Current expenses.....		5,128 80
Department of technology.....		29 44
Painting.....		63 08
Sidewalks and fences.....		189 71
Greenhouse.....		194 46
New cottage.....		4,077 25
Total.....	\$285,147 99	\$285,147 99

SUMMARY OF INVENTORY.

JULY 1, 1896.

Chair work accounts.....	\$104 60
Land and buildings.....	226,055 08
Food.....	831 15
Clothing.....	12,119 16
Laundry.....	1,013 88
Heating.....	403 75
Light.....	9 55
Medical supplies.....	161 53
Stationery, printing, etc.....	410 99
Amusement and instruction.....	3,573 28
Household supplies.....	2,655 20
Furniture and bedding.....	12,067 89
Improvements and repairs.....	3,012 93
Tools and machinery.....	5,401 79
Farm, garden, stock and grounds.....	4,914 40
Industrial training.....	2,730 20
Total.....	<u>\$275,465 30</u>

OFFICERS AND EMPLOYES.

JUNE 30, 1896.

		Per year.
J. E. St. John.....	Superintendent.....	\$1,500 00
W. F. Hewitt.....	Assistant superintendent.....	1,000 00
Mrs. A. E. St. John.....	Matron.....	300 00
Miss Alice Daily.....	Assistant matron.....	300 00
R. L. Gage.....	Superintendent's clerk and bookkeeper.....	720 00
Miss Alice C. Stanley.....	Stenographer.....	300 00
J. H. Wellings.....	Physician.....	500 00
A. C. Thompson.....	Cottage manager and teacher.....	700 00
E. J. Martin.....	Cottage manager and teacher.....	600 00
Mrs. Gertrude Martin.....	Teacher.....	300 00
Mrs. Jennie Irving.....	Teacher.....	300 00
Mrs. Lilla D. Strong.....	Teacher.....	300 00
Mrs. Anna R. Bryant.....	Teacher.....	300 00
Miss Maggie Ealer.....	Teacher.....	300 00
Mrs. Flora L. Wilson.....	Teacher.....	300 00
Mrs. Anna L. Pinkerton.....	Teacher.....	300 00
Mrs. Bertha King.....	Teacher.....	240 00
Mrs. Viola Merrylees.....	Teacher.....	300 00
Wm. H. Strong.....	Cottage manager and store room keeper.....	600 00
E. M. Lawson.....	Cottage manager and farmer.....	600 00
D. E. Bryant.....	Cottage manager and instructor in printing.....	600 00
F. C. Herworth.....	Cottage manager and tailor.....	420 00
D. M. Merrylees.....	Cottage manager and cane shop overseer.....	600 00
Burt Emrick.....	Cottage manager and painter.....	420 00
William Aris.....	Shoemaker.....	600 00
W. L. Brush.....	Overseer and instructor carpentry department.....	600 00
John S. Wilson.....	Carpenter and overseer.....	420 00
W. E. Bruce.....	Baker.....	480 00
David Collins.....	Engineer.....	720 00
J. C. Campbell.....	Assistant farmer.....	420 00
W. H. Parker.....	Herdsmen.....	420 00
D. S. Crossman.....	Watchman.....	420 00
H. F. Darling.....	Watchman.....	420 00
Miss Nettie Gill.....	Laundress.....	240 00
Mrs. Belle Emrick.....	Supervisor boys' dining room.....	240 00
Miss Jennie Hines.....	Supervisor boys' kitchen.....	240 00
Miss Maggie Miller.....	Hospital nurse.....	300 00
Mrs. Sarah Williams.....	Supervisor mending room.....	300 00
Mrs. Ellen Parker.....	Supervisor dormitory work.....	240 00
Mrs. E. A. Goodhue.....	Supervisor dormitory work.....	240 00
Mrs. Iva Herworth.....	Supervisor dormitory work.....	240 00
Miss May Miller.....	Dining room girl.....	192 00
Miss Lena Allmendinger.....	Dining room girl.....	240 00
Miss Phoebe Smithingell.....	Domestic.....	192 00
Mrs. L. Boughner.....	Cook.....	240 00
Geo. G. Irving.....	Overseer.....	600 00
G. F. Edwards.....	Overseer.....	420 00
C. Cahill.....	Teamster.....	420 00
A. H. Rogers.....	Florist.....	360 00
L. H. King.....	Cottage manager and music.....	540 00
Miss Irene Reed.....	Supply.....	240 00

NINTH BIENNIAL REPORT

OF THE

MICHIGAN

STATE INDUSTRIAL HOME FOR GIRLS

FOR

THE YEARS 1895-6

BY AUTHORITY

LANSING, MICH.
ROBERT SMITH PRINTING CO., STATE PRINTERS AND BINDERS
1897

OFFICERS OF THE STATE INDUSTRIAL HOME:

STATE BOARD OF GUARDIANS.

GOVERNOR JOHN T. RICH, <i>ex officio</i> ,	-	-	-	-	-	LANSING
MRS. ALLASEBA M. BLISS, President,	-	-	-	-	-	SAGINAW
FRANK W. WAIT, Secretary,	-	-	-	-	-	STURGIS
DAVID METCALF, Treasurer,	-	-	-	-	-	ADRIAN

MRS. LUCY M. SICKELS,	-	-	-	-	-	SUPERINTENDENT
MRS. L. C. CAREY,	-	-	-	-	-	ASSISTANT SUPERINTENDENT AND CLERK
MISS MINA LOGUE,	-	-	-	-	-	PHYSICIAN

REPORT.

To His Excellency, HON. JOHN T. RICH, Governor of Michigan:

The Board of Managers of the State Industrial Home for Girls respectfully submits to you the ninth biennial report of the institution, being for the years 1895 and 1896. This will be accompanied by the reports of the Superintendent, Treasurer, and Physician, to each of which we ask your careful attention.

In our last report we asked the Legislature for an appropriation sufficient to build a new cottage, repair the chapel, purchase new boilers and make some necessary repairs and improvements in the cottages. We are happy to state that our request was granted, and the Treasurer's report will show you how judiciously the money has been expended. The cottage is completed, and is a beautiful addition to our cluster of buildings. It has been named "Alger," in honor of our esteemed ex-governor, who remembers the girls each year with a munificent gift at Christmas time.

Immediately upon its completion Alger cottage was filled with the family of little girls from Palmer cottage. This was deemed advisable, as the little girls are the most promising subjects for reform, and the location of the building, with the schoolhouse between it and the others, separates them somewhat from the older and more hardened characters. Palmer cottage, and the few vacancies in the others, are rapidly filling up with new girls, and appearances at present indicate that still more room will be needed in the near future.

The new boilers are in place, the necessary alterations in the boiler house completed, and all giving excellent satisfaction. The wagon house, tool house and engineer's cottage, fencing, new floors and bath tubs in cottages, all finished and expenses kept strictly within the amount appropriated by the Legislature. The engineer's cottage is now connected with the administration building by telephone, and it is a comfort to know that in case of any sudden alarm or fire in the night, he can be summoned instantly, and be quickly on the ground, whereas, formerly he lived at a distance of over half a mile. We have an excellent engineer, farmer and night watchman, and hope we may be able to retain them.

Our Treasurer, too, has been a tower of strength in all our business transactions. Personally on the grounds at all hours when needed, he has been able to supervise almost every detail, so that we feel sure that the work done this year will prove to be substantial and permanent. We know that his watchful care has been a saving of many dollars to the institution, and that all affairs in his department have been wisely and economically administered.

The repairs on the chapel will be completed before the Christmas time, and we feel that the building will be a credit to the State. Any one visiting it at service time on Sunday afternoons, or at other times, and beholding the audience of over three hundred girls, all tidy, well behaved and attentive, must feel that a great work for Christ and humanity is being done among these girls, formerly so wild and disorderly. The religious influence is entirely free from sectarianism, clergymen and religious leaders of all denominations sharing alike in the sacred service. The Catholic priest and sisters visit the home often, and a confessional has been provided for the use of the Catholic girls. Surely, with all the advantages of school, home and church provided by the benevolence of the State, we may hope to at least approximate the end hoped for—the reformation of *all* the girls committed to our care; yet it is a grief to know there are some who seem to be absolutely incorrigible.

The crying need of a prison especially for women and for *prison matrons* in our county jails, is more and more apparent as the work among these youthful offenders progresses. The confinement of young girls after arrest in jails where they are brought in close contact with rough and hardened criminals, with no restraining influence, is greatly to be deplored. The law which compels their detention in such places, if diseased, until they are cured and rendered fit for acceptance here, while it is a great saving of expense and a benefit to the community generally, still must have a demoralizing effect upon the girls, making the work of reformation much more difficult.

Understanding that a bill will be presented to the Legislature requiring the employment of female physicians for the women who are confined in asylums for the insane and other State institutions, we wish to add our hearty indorsement of the same.

The Physician's report will show that the general health of the inmates is excellent, and the sanitary arrangement of the buildings, so far as practical, is in accordance with all modern improvements. Our Superintendent is always on the alert for information in regard to these matters, and she has the advantage of a large acquaintance, both personal and by correspondence, with superintendents and managers of similar institutions all over the country. We owe much to her wise and helpful suggestions in the improvements recently made. Mrs. Sickels is eminently well qualified by nature and education for the position she holds so creditably. She possesses the faculty of winning the respect and affection of the girls, as is evidenced by the lighting up of their faces whenever she appears among them. And yet they know that she has the ready tact, the resolute will, and the firm hand to suppress insubordination of any kind. She is ably supported by a capable and efficient corp of officers, managers and teachers; all earnest christian women, devoted to their work and rejoicing in the love and confidence of their youthful charges. We sincerely hope there will be no change in the management at the Home.

We must again renew our request to the honorable Legislature for an appropriation for the purchase of twenty-five acres of land adjoining our grounds on the north. The Home absolutely needs the use of it, and as we must pay rent for it each year, it would seem to be wisdom and economy on the part of the State to purchase it.

We also need new books for the library, which has never been properly filled; and the few books that are left are in a sadly dilapidated condition.

Good books in the hands of these girls are a powerful assistance in the work of reformation.

At the last visit to the Home, of the Board of Corrections and Charities, a tunnel for the protection of steam and water pipes running under ground was strongly advised by them as a safe and economical investment, and undoubtedly an appropriation will be asked for that purpose. The cottages will surely need repainting and some outside repairs during the coming year, and much work remains to be done in grading, seeding and otherwise beautifying the grounds, to place them on a par with other institutions of the State.

The regular monthly meetings of the Board have been held usually on the first Friday of each month, at each of which the Superintendent has presented a full and elaborate report of all events of importance that have occurred at the Home during the month. All bills have been duly audited and signed and matters requiring special attention or decision by the Board have been carefully considered and adjusted according to our best judgment. There have been three special meetings held to attend to affairs connected with the work of building, etc. All business transactions at these meetings are duly recorded in the Secretary's book, subject to inspection by the Legislative committee.

We would call special attention to the Superintendent's report and particularly to the percentage of girls who are truly reformed and living virtuous and useful lives. Surely there is ground for thankfulness that so many have been rescued from a fearful fate in which many others must inevitably have been involved.

I cannot close this report without expressing my grateful appreciation of the honor conferred by an appointment upon this Board. I entered upon its duties with many misgivings as to my ability to do the work, but have learned to love it and to take a deep interest in these unfortunate girls, who are more often the victims of circumstances than of a natural tendency to depravity. I have attended nearly every meeting of the Board and have endeavored faithfully to do whatever the duties of the position required, with a sincere desire to promote the welfare of the institution and its inmates. I hope at the close of my term of office my successor will be an active, earnest and conscientious woman, who will bring to the work a devoted christian spirit and a tender sympathy for this large and interesting class of unfortunates.

Respectfully submitted,

ALLASEBA M. BLISS.

LIST OF SALARIED OFFICERS.

Name.	Service.	Salary.
Mrs. Lucy M. Sickle	Superintendent	\$1,000 00
Mrs. L. C. Carey	Assistant superintendent and clerk	800 00
Miss Mae Z. Sickle	Office assistant	480 00
Miss Mina Logue	Physician, non-resident	
	Purchasing agent	800 00
	Cottage manager, Palmer cottage	850 00
	Cottage manager, Croswell cottage	350 00
	Cottage manager, Clark cottage	350 00
	Cottage manager, Central cottage	375 00
	Cottage manager, Gillespie cottage	350 00
	Cottage manager, Honor cottage	350 00
	Cottage manager, Alger cottage	350 00
	Assistant manager, Central cottage	300 00
Miss Lulu Paxson	Teacher, first grade	300 00
Miss Mary A. Smith	Teacher, second grade	300 00
Miss Ella L. Schroder	Teacher B, third grade	300 00
Miss Della Skene	Teacher A, third grade	300 00
Miss Rosa E. Kennedy	Teacher, fourth grade	300 00
Miss Ella A. Sevey	Teacher, fifth grade	300 00
Miss Coral Paxson	Teacher, sixth and seventh grades	300 00
Mrs. Welthia Olmstead	Cottage housekeeper	300 00
Mrs. Clara M. Angeline	Cottage housekeeper	300 00
Mrs. M. W. Burke	Cottage housekeeper	300 00
Mrs. Helen M. Babcock	Cottage housekeeper	300 00
Miss Bell Burgess	Cottage housekeeper	300 00
Miss Jean S. Hall	Cottage housekeeper	300 00
Miss Helen Huns	Cottage housekeeper	300 00
Mrs. Eleanor Brown	Cottage housekeeper	300 00
Miss Mary E. Curtis	Laundry teacher	300 00
Mrs. E. G. Rawson	Sewing teacher	300 00
Miss Katherine Thielman	Relief officer	300 00
Miss Emma V. Jones	Relief officer	300 00
Miss Ida J. Plank	Relief officer	300 00
Mr. John Clement	Engineer	350 00
Mr. John Howard	Fireman	540 00
Mr. Peter Hagan	Watchman	600 00
Mr. John Kerwin	Farmer	600 00
Mr. O. J. Bragg	Farm hand	430 00
Mr. William A. Webb	Driver	420 00

INVENTORY—1896.

Real estate:		
Ninety-three acres of land.....	\$16,000 00	
Two farm houses.....	1,000 00	
Two barns, carriage house, cattle stall, etc.....	2,270 00	
Engine house, coal room and engineer's house.....	7,875 00	
Pump house, carpenter shop, ice house, etc.....	1,050 00	
Two cisterns and three drive wells.....	2,140 00	
Distributing tunnels for steam pipes and sewer.....	4,255 00	
Two summer houses.....	75 00	
Chapel.....	3,700 00	
School house.....	10,000 00	
Administration building and seven cottages.....	95,763 91	\$145,123 91
Personal:		
Contents of chapel.....	\$583 46	
Contents of administration building and store room.....	4,810 25	
Contents of Alger cottage.....	2,358 00	
Contents of Honor cottage.....	1,235 17	
Contents of Gillespie cottage.....	1,541 28	
Contents of Central cottage and sewing room.....	2,552 65	
Contents of Clark cottage.....	1,864 67	
Contents of Croswell cottage.....	1,527 28	
Contents of Palmer cottage.....	1,390 10	
Contents of school rooms.....	849 47	
Contents of pump house and carpenter shop.....	1,046 60	
Horses, carriages, stock, farm implements, tools.....	2,442 31	
Boilers and tools in engine house.....	7,718 50	
Heating, steam, water, plumbing.....	14,926 49	
Lawn seats and urns.....	827 58	
Fire department.....	834 00	45,627 81
Total.....		\$190,756 72

ESTIMATES.

Items.	July 1, 1894, to July 1, 1895.	July 1, 1895, to July 1, 1896.	1897 and 1898.
1. Salaries and wages.....	\$10,862 91	\$10,622 97	\$11,755 00
Superintendent.....	1,000 00	1,000 00	1,000 00
Clerk.....	582 28	600 00	600 00
Bookkeeper.....	450 00	450 00	450 00
Six managers (seven, 1897).....	2,121 44	2,177 58	2,475 00
Assistant managers.....	304 16	300 00	300 00
Two relief officers (three 1897).....	686 40	695 98	900 00
Six teachers (seven, 1897).....	1,849 35	1,802 12	2,100 00
Seven housekeepers (eight, 1897).....	2,088 71	2,074 62	2,400 00
Purchasing agent.....	650 00	300 00	300 00
Chapel service, including Catholic.....	125 00	125 50	150 00
Watchmen.....	583 84	600 00	600 00
Driver.....	421 18	457 17	480 00
2. Food.....	8,582 18	7,739 22	10,570 40
3. Clothing.....	3,146 35	3,485 91	4,900 00
4. Laundry expenses.....	555 70	639 41	673 00
Supplies.....	255 70	329 41	373 00
Laundry teacher.....	300 00	300 00	300 00
5. Heating.....	6,042 11	6,473 63	6,287 00
Material.....	4,422 61	4,871 92	4,719 00
Labor.....	1,619 50	1,601 73	1,663 00
6. Light.....	801 36	795 71	850 00
7. Medical expenses.....	522 81	602 32	775 00
Supplies.....	163 95	106 22	180 00
Physician.....	307 00	357 50	380 00
Special physician.....	46 25	48 00	65 00
Nurse.....	63 61	90 60	150 00
8. Stationery.....	596 15	503 08	659 00
9. Amusement.....	316 93	208 92	775 00
10. Household supplies.....	852 20	1,455 88	1,640 00
11. Furniture.....	545 81	2,305 11	800 00
12. Improvements.....	315 14	2,992 66	900 00
13. Tools and machinery.....	30 63	624 44	500 00
14. Farm, garden, stock, grounds.....	2,494 50	3,460 25	3,100 00
Farmer.....	600 00	600 00	600 00
Labor by month.....	677 62	600 00	804 00
Labor by day.....	31 75	47 28	46 00
Tools, carriages, etc.....	78 29	244 02	300 00
Seeds and plants.....	209 99	161 21	225 00
Live stock.....	877 00	1,472 74	1,000 00
Other expenses.....	19 85	109 95	125 00
15. Freight and transportation.....	109 05	149 19	200 00
16. Miscellaneous.....	48 50	77 20	75 00
17. Industrial training.....	352 73	324 07	500 00
Supplies.....	52 73	17 49	200 00
Teacher.....	300 00	300 00	300 00
Totals.....	\$36,675 11	\$42,470 09	\$45,059 40
Less estimated amount of receipts.....			2,200 00
Net.....			\$42,859 40

2—362 persons at 8c per day.

3—250 persons at \$14.00 per year. Estimated per capita cost \$95.81.

SPECIAL EXPENSES, 1897-1898.

Painting six cottages and farm house.....	\$1,520 00
New floors in Honor and Gillespie cottage study rooms, dining rooms and halls.....	250 00
Twenty-four acres of land.....	2,000 00
Renewal of water tanks, now fifteen years old.....	600 00
Fire escapes for Palmer, Alger and Central.....	400 00
Connecting administration building with steam plant.....	1,200 00
Total.....	\$5,970 00

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, November 6, 1896.

Mrs. Lucy M. Sickels, Sup't Industrial Home for Girls, Adrian, Michigan:

DEAR MADAM—Your communication to the State Board of Corrections and Charities, submitting for its consideration and opinion the proposed appropriations for your institution for the years 1897 and 1898, was duly received. The Home has been visited, and its “conditions and needs investigated,” and the board submits herewith its opinion of appropriations proposed:

Current expenses \$42,859 40, each year.

Approved.

Painting six cottages and farm house \$1,520 00

In consideration of the condition of the times, the board disapproves this item except of such portion of it as is necessary to paint the farm house.

New floors..... \$250 00

Approved.

Land \$2,000 00

The small amount of land owned by the institution (92 acres), a greater portion of which is not available for needed food products; the fact that the Home is now paying, an annual rental of \$85 for the land now sought to be purchased, and that an option which the Board of Guardians have secured would expire before another legislature will convene, are, in the opinion of this Board, good reasons for favoring the purchase of the land, and the item is approved.

Renewal of old water tanks..... \$600 00

Approved.

To attach administration building to present central heating system \$1,200 00

The Board approves of the change contemplated by this item, but the plan proposed on which the estimates are based, will not, in the opinion of the Board, prove an economical one, and the amount is insufficient to do the work properly.

Fire escapes (three)..... \$400 00

Approved.

Yours respectfully,
GEO. D. GILLESPIE,
Chairman.

L. C. STORRS, Secretary.

SUPERINTENDENT'S REPORT.

To the Honorable Board of Guardians:

With pleasure I herewith present to you the biennial report of the State Industrial Home for Girls, from June 30, 1894, to July 1, 1896.

The work and responsibility has been on the increase since our last report. As the institution grows, the cares multiply accordingly.

On June 30, 1894, we numbered 243 in the Home and 63 out on trial. July 1, 1896, we numbered 274 in the Home, with 106 out on trial, in country homes, making a total of 380 in our care, an increase of 74 over that of two years ago.

One thousand one hundred and eleven girls have been committed here since the Home was opened in August, 1881. As we look back over the work, we can see a steady advancement and improvement. "We learn to do by doing," and each succeeding year brings experiences whereby we are enabled to improve upon the last. We are yet a young institution and cannot see the results which we hope may be seen ten years hence, and that is, in the next generation.

There are many discouraging features in the work, but as we look at the *many* who have gone out from here, and are now respectable and respected women, leading true, pure, honest lives, due solely to the influence and training received in this Home, we take new courage.

The letters which we receive daily from employers and friends of girls contracted, and girls discharged, give us hope and encouragement and fill our hearts with enthusiasm and love.

One of our girls is today with her husband, a missionary in India. One is a nurse in Cincinnati, and another in Toledo. Several are dressmakers, one a music teacher, others teaching and several attending school.

The following extract from a letter written by one of the girls serves to show where others are:

"I am now, and often get, homesick for some of the ladies there, that I would give anything to see one of you face to face.

"As I sit here with my children, alone, I thought so often of you all this evening. I was reading a piece in a Sunday school paper that my little girl brought home today, about that summer resort (Chatauqua), where you used to take the reading course, and you came to my mind. I felt like having a talk with you. You don't know how happy it makes me.

"I have a good home, a kind husband, and three little darlings to bless our home, but I still love to think of the days at Adrian. If you ever come to Detroit, welcome to my humble home any time.

"I remain in looks the same, but a more sensible girl, not so foolish as of yore. My baby is crying; I must stop.

"Yours,

—— ———."

Very often our girls return for a short visit. Sometimes they come single, sometimes bring their husbands and again come with one or two children. We are glad to see them; glad, too, that they cling to the Home and friends here.

One visiting here last summer with her little boy, four, and little girl two years of age, said: "I *never* was sorry I came here, for *now* I know how to train my little girl."

Others have said: "My mother did not know how to train *me*, but now I have had instruction and training, so I will know better how to care for my children."

The wisdom of founding such a home for wayward and erring girls was proven during the year 1895, when we were so crowded we could receive only as we could send out into homes. All girls sentenced were obliged to wait in jails until we could receive them. As much as we deplore the fact, and have always insisted that young girls should not go into jails, it had to be done. At one time there were 30 girls waiting in jails for us to make room for them, and our girls at the same time were sleeping in halls, bath rooms, and any place, nearly, where a bed could be made. Every mail brought a request, "do try and receive this girl."

The new cottage, "Alger," was finished and we moved in May 25, 1896. The engineer's cottage was finished and occupied in December, 1895. The two new tubular boilers, which were put in place in 1895, have given excellent satisfaction.

The addition to the barn by way of carriage and tool house, is a great accommodation as well as an economy.

New bath tubs were placed in each cottage in addition to the old ones. They were greatly needed and have been a source of comfort.

In May, 1895, rules were formulated by the board, printed on card board and put up in each girl's room. We have seen much good result from this, as each girl now knows the rules and the consequences if not complied with.

The method of promotion from cottage to cottage has been dispensed with, and the grading is now done in the office when the girl is received. (Occasionally a mistake may be made, but it is easily rectified.) The promotions are now made in the cottages, good behavior being rewarded by more privileges, and vice versa. Experience and observation led us to believe that the system was wrong and the results pernicious. A score of reasons might be given why; I will give but one.

The officers, especially the manager, acquires a knowledge of each girl's peculiarities. This she cannot transfer with the girl. Thus the officers in another cottage must spend a great portion of their time learning what another has already learned, and this work goes on with each promotion. *Time, valuable* TIME, is lost which should be used in training and developing the moral character of the girl. Such changes destroy the main object of the family plan or cottage system, that is, a love of home and pride in its management and affection for its officers.

Our school is in a good condition, but crowded. Owing to our increase in numbers, we must soon open another room and employ an extra teacher.

We have made for the Coldwater school 1,104 shirts. Have tied comforters and quilted quilts, besides doing a considerable fancy work for customers.

The beds were all renovated the past spring, and 187 mattresses were made over.

The table, "Garments made," will give you an idea of the work done in the sewing rooms.

"Gillespie" family have done fancy work out of work hours and earned about \$45, with which they furnished the girl's parlor with lace curtains, couch and chairs. They are exceedingly proud of what they have done, and now say they are working for rugs and pictures. I doubt not they will earn them. We not only allow, but encourage such work, believing they are forming industrious habits.

All holidays have been duly observed. The 9th of June, 1896, was a joyous day. The ladies of the W. C. T. U. presented the Home with a fine portrait of "Aunt Laura Haviland," and she herself was present to greet the girls, who are always glad to welcome her.

Mrs. Agnes d'Arcambal, better known as "Mother d'Arcambal," has visited us several times and given words of encouragement and cheer. Her presence is an inspiration to us all.

Bishop Gillespie spent Christmas with us and mingled in all the joys and pastimes of the day.

Our Christian Endeavor Society is doing excellent work.

A Young Woman's Christian Temperance Union was organized here and is in a flourishing condition. Good work is being accomplished through this channel. The girls who belong to one or both of these societies unite with similar ones as soon as they leave us, and in this way are kept right by the kind words and friendliness of the members of these societies, who have been very helpful and have done much to promote the work begun here.

It is prejudice which our girls encounter for some time after leaving us, and in these two societies there has been very little of it.

With the number we now have on the grounds, it seems absolutely necessary that we have a well-equipped, well-ventilated hospital. Even a small one of four rooms would be a great convenience, and in case of an epidemic we would have a place to care for the sick.

In June, 1895, I visited the Industrial School for Girls at Middletown, Connecticut, and spent considerable time in looking over their cooking school. I feel that our Home will not be complete until we too have one; and I hope before another biennial report you may know something of the experienced cooks who may be going out from here as helpers.

We are not, neither can we be, self-supporting. These girls have *never* been that before coming here. Attending school, as they do each afternoon, leaves only a half of each day to learn domestic work and do the various duties assigned them. However, we aim to make them self-sustaining and to be able to earn an *honest* living by *honest* labor after leaving us, as the following table will show.

REPORT OF GIRLS INDENTURED DURING THE BIENNIAL PERIOD, AND AMOUNT OF WAGES RECEIVED.

Number indentured during biennial period.....	144
Number staying in the same home the entire time.....	19
Number returned to the Home and not re-contracted	17
Number discharged while contracted.....	44
Number indentured, June 30, 1896.....	106

INMATES' FUND.

Money earned by girls contracted from July 1, 1894, to June 30, 1895.....	\$2,695 87
Money earned by girls contracted from July 1, 1895, to June 30, 1896.....	3,616 00
Total for biennial period.....	<u>\$6,311 87</u>
*Reserve money for biennial period.....	\$1,379 41
Paid inmates discharged during biennial period.....	<u>1,081 21</u>

I reiterate the statement made two years ago in the report: "A woman's prison is a necessity." Just so long as there is no other institution in the State where vicious and criminal girls may be sent, they must come here. They are a detriment to those who wish to become better and live true lives, and it is this class that casts a stigma upon all the others.

This is in reality a training school. In every branch and department the aim is to train, teach and prepare for lives of usefulness. There is a class here that no amount of time and labor can make them what we would like to have them, womanly women. We must keep them until 21, and then what? After all the expense to the State, the care and prayers of officers and teachers, we see them often go back to mothers worse than themselves.

There is also the class of women who led these girls astray. They are still plying the same vocation, ruining other girls. Should there not be a place for them?

We are indebted to ex-Governor Alger for the donation of \$100 at Christmas time, 1894. It seemed that the same amount never brought so many beautiful presents before.

Mrs. Allaseba M. Bliss, president of the Board of Guardians, donated to each cottage study-room an ornamental lantern, and at each Christmas time has remembered the girls with a bountiful supply of mixed nuts and candies, enough for all and to spare.

Both years, at Christmas, Rev. Willard K. Spencer has favored us with a stereopticon lecture. These have been a source of education as well as enjoyment.

To Prof. Reynolds, Misses Hamilton, Wise and Phelps, of the college, we are indebted for the concert given in our chapel. It was appreciated; even the "pretty dresses" were commented upon for weeks afterward.

Also to the "Morden Mandolin Club," who delighted our ears for two hours, we return thanks.

Services are conducted as usual on Sundays, and we desire to extend our sincere thanks to Judge V. H. Lane, Milo Dole, Professors Walker and Curtis, George Bennett, Misses True, Ames, Angell, Mrs. Charles Humphrey, Mr. and Mrs. D. B. Morgan, and others for the assistance they have given us in the Sunday School work.

To Anderson & Co. of Tecumseh, J. V. DeFoe and Festus Metcalf, of Adrian, we are indebted for numerous "boxes of samples."

The following publications have been received regularly, and eagerly sought for and read by the girls and most of the officers. We frequently hear, "I like the institution papers best, they seem to belong to us."

*The "reserve" money is paid to girls when discharged, it having been banked for them.

Glenn Mills Daily, Glenn Mills, Pa., House of Refuge.
 Industrial School Gem, School of Reform, Louisville, Kentucky.
 Plainfield Reformatory, Indiana Reform School for Boys.
 Record and Appeal, Evanston, Illinois, School for Girls.
 The Prison Mirror, Minnesota State Prison.
 Our Companion, Cincinnati House of Refuge.
 Industrial School Record, Golden, Colorado.
 The Whittier, California Reform School for Boys.
 Boys' Industrial Journal, Lancaster, Ohio.
 The Advance, New Jersey State Reform School.
 The State's Duty, W. H. Moore, St. Louis, Missouri.
 Michigan Mirror, School for the Deaf, Flint, Michigan.
 Industrial School Enterprise, Lansing, Michigan.
 Good Health, J. H. Kellogg, M. D., Battle Creek, Michigan.
 The Dawn, School for Boys, Meriden, Connecticut.

Please accept our thanks.

The past year we have been the recipients of numerous boxes and barrels of old books, magazines and papers. They came by freight and express, from Maine, Rhode Island, Pennsylvania, Delaware, Minnesota, Wisconsin, Iowa, California and Michigan, due to readers of the Christian Herald.

The Bible Institute Colportage Association gave each girl a book for Christmas, 1895. I am sure there is no place where they are more appreciated than here, by these girls.

In closing this biennial report, I wish to extend my thanks to Governor Rich, for his exceeding kindness and never failing support. He has always listened attentively and with interest to any and all perplexing cases which have been brought to his notice; has counseled, advised and ever been ready to forward the interests of the Home.

To the Board of Guardians, for your constant support, sympathy and kindness, I feel doubly indebted. You have ever been ready to listen to the many vexatious and troublesome problems and ably assisted in solving them. For all improvements and advancements we may have made during the past two years, we owe, in a great measure, to your united efforts in our behalf.

Also to the Board of Corrections and Charities, who have paid us several visits and always gladdened our hearts by their profound interest in the Home.

To the ladies and officers who work side by side and hand in hand, some of them for years, there is great credit due, so faithfully have they performed their work, even though at times it has been laborious and disheartening, they have never faltered.

Dr. Logue has been faithful in her duties. We have had very little sickness, considering our numbers, and only one death, Alice Estes, who died October 6, 1895.

To you all I wish to express my sincere appreciation for your cordial support, and as we start in on a new year, may the All Wise Father guide and direct us in all our undertakings, that the next biennial period may be laden with "showers of blessings" to all who come within the precincts of this Home.

Respectfully submitted,

LUCY M. SICKELS,

ADRIAN, NOVEMBER 1, 1896.

STATISTICAL TABLES.

TABLE No. 1.

NUMBER RECEIVED EACH MONTH.

Year.	Months.	No.	Year.	Months.	Year.
1894.	July	10		September	1
	August	9		October	3
	September	12		November	7
	October	2		December	8
	November	7			
	December	5			
	Total	45		Total	80
1895.	January	15	1896.	January	7
	February	5		February	7
	March	8		March	7
	April	6		April	14
	May	11		May	10
	June	7		June	11
	July	4			
	August	5		Total	56
Sum total for two years					181

TABLE No. 2.
COUNTIES FROM WHICH GIRLS HAVE BEEN COMMITTED.

Counties.	No.	Counties.	No.
Alger	3	Kent	91
Alcona	1	Lake	2
Allegan	8	Lapeer	12
Alpena	6	Leelanaw	2
Antrim	3	Lenawee	23
Arenac	1	Livingston	5
Barry	8	Mackinac	3
Bay	63	Macomb	9
Benzle	3	Manistee	25
Berrien	34	Marquette	6
Branch	9	Mason	17
Cass	14	Meccosta	19
Calhoun	21	Menominee	9
Charlevoix	5	Midland	5
Cheboygan	9	Missaukee	3
Chippewa	11	Monroe	6
Clare	1	Montcalm	27
Clinton	6	Muskegon	27
Crawford	2	Newaygo	14
Delta	7	Oakland	5
Dickinson	2	Oceana	3
Eaton	18	Ontonagon	2
Emmet	1	Osceola	8
Genesee	25	Oscoda	2
Grand Traverse	3	Ottawa	18
Gratiot	9	Roscommon	3
Hillsdale	9	Saginaw	20
Houghton	2	Sanilac	2
Huron	3	Shiawassee	20
Ingham	51	St. Clair	27
Ionia	16	St. Joseph	8
Iosco	7	Tuscola	16
Iron	1	Van Buren	23
Isabella	4	Washtenaw	20
Jackson	31	Wayne	110
Kalamazoo	37	Wexford	8
Kalkaska	2		
Total			1,111

STATISTICAL TABLES.

TABLE No. 3.

SHOWING CAUSES OF COMMITMENT DURING PAST TWO YEARS.

Cause.	No.	Cause.	No.
Frequenting saloons	1	Truancy	87
Receiving stolen goods		Vagrant	
Perjury		Prostitution	24
Larceny	28	Running away from home	7
Disorderly conduct	68	Intoxication	1
Wayward and unmanageable	14	Manslaughter	1
Total			181

TABLE No. 4.

NATIVITY OF GIRLS ENTERED DURING PAST TWO YEARS.

Nativity.	No.	Nativity.	No.
White	} 181	Irish	6
Colored		Scotch	2
Indian		Canadian	26
American		Poland	3
English	71	Norwegian	2
French	5	Swedish	3
German	6	Unknown	30
Holland	20		
	7		
Total			181

TABLE No. 5.

AGE OF GIRLS WHEN RECEIVED.

[illegible]

TABLE No. 6.

TIME OF DETENTION OF GIRLS NOW IN HOME—JULY 1, 1896.

Length of time in the Home.	No.	Length of time in the Home.	No.
Eight years in the Home	1	One year in the Home	34
Seven years in the Home	2	Eleven months in the Home	3
Six years in the Home	4	Ten months in the Home	4
Five years in the Home	5	Nine months in the Home	6
Four years and a half in the Home	4	Eight months in the Home	7
Four years in the Home	20	Seven months in the Home	5
Three years and a half in the Home	13	Six months in the Home	8
Three years in the Home	20	Five months in the Home	13
Two years and a half in the Home	19	Four months in the Home	8
Two years in the Home	42	Three months in the Home	8
One year and a half in the Home	33	Less than three months in the Home	27
Total			286

TABLE No. 7.

ATTAINMENTS IN EDUCATION OF THOSE RECEIVED DURING PAST TWO YEARS.

Received from high school	8	Received from fourth grade	12
Received from eighth grade	1	Received from third grade	43
Received from seventh grade	1	Received from second grade	35
Received from sixth grade	7	Received from first grade	39
Received from fifth grade	2	Could not read or write	33
Total			181

TABLE No. 8.

AGES OF GIRLS WHEN RECEIVED.

First year.		Second year.	
Age.	No.	Age.	No.
10	4	10	6
11	0	11	2
12	11	12	4
13	18	13	12
14	12	14	19
15	28	15	18
16	24	16	23
Total	97	Total	84

Average age upon entering the Home, 14 years.

TABLE No. 9.

PARENTAGE OF GIRLS ENTERED DURING PAST SIX YEARS.

	Father.	Mother.	Both.	Total.
Orphaned			41	41
Half-orphaned	94	109		203
Illegitimate				6
Deserted by	22	10		32
Criminal	13	3	1	17
Insane	1	7		8
Prostitute		96		96
Epileptic	2	1		3
Intemperate	174	46	8	228
Divorced				831
Feeble-minded		1		1
Suicide		1		1

TABLE No. 10.

NATIVITY AND RELIGIOUS INCLINATIONS.

By birth.	No.	Religion.	No.
American born	71	Never attended service	39
Foreign born	80	Catholic	20
Unknown	30	Protestant	119
		Adventist	3
Total	181	Total	181

TABLE No. 11.

From July 1, 1894, to July 1, 1895.	No.	From July 1, 1895 to July 1, 1896.	No.
Received	97	Received	84
Discharged	48	Discharged	56
Contracted	57	Contracted	87
Totals... { Received			181
{ Discharged			99
{ Contracted			144

TABLE No. 12.

DAILY AVERAGE.

Daily average for year ending June 30, 1895 is	252 2-25
Daily average for year ending June 30, 1896 is	260 4-25

TABLE No. 13.

AVERAGE NUMBER CONTRACTED.

From July 1, 1894, to July 1, 1895.	No.	From July 1, 1895, to July 1, 1896.	No.
Average number on contract each month.....	74	Average number on contract each month.....	93
Number on contract at close of year	88	Number on contract at close of year.....	106
Average on contract each month during biennial period			88

TABLE No. 14.

GARMENTS MADE FROM JUNE 30, 1894, TO JUNE 30, 1896.

Dresses.....	327	Dresser covers	28
Dresses made over.....	274	Hemstitched dresser covers.....	4
Night dresses.....	584	Bed spreads.....	37
Chemise.....	624	Shirt waists.....	179
Drawers.....	965	Book bags.....	308
Flannel skirts.....	497	Cuffs (pairs)	15
Cotton skirts.....	663	Crochet trimming.....	238½
Work aprons.....	670	Books covered	25
School aprons.....	968	Blue skirts.....	143
Gretchen aprons.....	37	Ironing sheets.....	65
Hemstitched aprons.....	5	Shirt fronts.....	4
Sheets.....	535	Baskets lined.....	5
Pillow shams.....	56	Carpet rags sewed (pounds)	116
Pillow cases.....	427	Laundry bags.....	129
Hemstitched pillow cases, pairs.....	16	Cushions.....	4
Towels.....	985	Dolls dressed	39
Hem-stitched towels.....	7	Hemstitched skirts.....	2
Underwaists.....	797	Knit skirts.....	2
Personal napkins.....	1,860	Crochet mats	154
Bands.....	248	Quilts pieced.....	3
Handkerchiefs.....	1,242	Quilt blocks.....	60
Hemstitched handkerchiefs	528	Baby boots (pairs).....	6
Scrub cloths.....	537	Cluster pin balls, knitted	3
Dish cloths.....	278	Bed pads.....	58
Wash cloths.....	540	Dusters	56
Collars.....	198	Mattresses renovated and new ticks.....	169
Ruffles.....	126	Pillows made over.....	130
Slippers.....	12	Pillows made (hair)	52
Tray cloths.....	49	Pillows made (feather)	8
Doilies.....	114	Neckties, hemstitched and drawn-work	49
Holdings.....	595	Sun bonnets	8
Pillow shams, hemstitched and embroidered.....	41	Lunch cloth, hemstitched.....	3
Carpets.....	17	Bread cloths.....	30
Rugs.....	295	Belts.....	14
Hemstitched curtains.....	11	Drawers repaired, new bands.....	246
Blankets.....	99	Elastics (pairs).....	9
Table cloths.....	81	Under vests repaired	325
Table napkins.....	590	Suspenders.....	120
Hemstitched table napkins.....	36	Needle books crocheted.....	4
Mittens (pair).....	102	Knit dolls.....	8
Fascinators.....	172		

TABLE No. 15.

CUSTOM WORK DONE IN DRESSMAKING DEPARTMENT FROM JULY 1, 1894, TO JULY 1, 1896.

Dresses made.....	18	U	.....	9
Dresses repaired.....	26	W	.....	4
Wool skirts made.....	8	W	.....	3
Baby's night dresses made.....	8	B.	tar School.....	1,104
Gingham aprons.....	14	A.	.....	1,500
Gingham dresses for child.....	5	B.	ibels.....	94
Pinning blankets.....	8	B.	.....	5
Flannel blankets.....	8	M	.....	4
Napkins.....	12	C	.....	21
Embroidered baby blanket.....	1	F	.....	14
Embroidered baby robes.....	2			

TABLE No. 16.

WORK DONE IN DRESSMAKING DEPARTMENT FROM JULY 1, 1894, TO JULY 1, 1896, FOR INSTITUTION.

Print dresses.....	416	Hemstitched pillow shams.....	11
Print dresses fitted.....	283	Hemstitched bonnet strings, pair.....	4
Shirt waists fitted.....	168	Hats trimmed, dozen.....	18
Wool dresses.....	162	Stockings knit, pair.....	1,290
Gingham dresses.....	248	Pillow cases, Mexican drawn-work, pair.....	2
Bed spreads finished.....	10	Crocheted dollies.....	12
Hemstitched pillow slips, pair.....	11	Fancy aprons for ladies.....	5
Plain pillow slips, pair.....	7	Crocheted yoke for dress.....	1

TABLE No. 17.

STATISTICAL SUMMARY.

Act passed to establish the Home.....	1879
First inmate entered the Home August 8, 1881.....	
Number of acres of land.....	92
Number of cottages.....	7
Administration building.....	
Chapel.....	
School house.....	
Engineer's cottage.....	
Farm houses and barns.....	
Limit of age, receiving.....	10 to 17
Whole number received.....	1,111
Number died.....	12
Means of support—The State Treasury.....	
By what authority committed—The courts.....	
Employment—House-work, laundry-work, plain sewing, dressmaking, crochet and fancy work, knitting, quilting, work in garden or lawns and light farm work, berry-picking, planting, etc., in season.....	
School—Each afternoon.....	
Studies taught—Reading, spelling, writing, arithmetic, grammar, physiology, history, geography and civil government.....	
Discharged for good conduct.....	341
Discharged for various reasons.....	225
Discharged, expiration of time.....	51
Returned to county as unfit subjects.....	

Number at present time contracted for service, but under control of the Home	100
Out on "leave of absence"	3
Number at present time contracted to friends	3
Whole number under control of the Home	380
June, 1895	353
June, 1896	380
Average age on entering the Home—14 years.	
Average length of time in the Home—2 years, 6 months.	
Average length of time under control of the Home—4 years.	
Number received, 1894-1895	97
Number received, 1895-1896	84
Total	181
Number discharged, 1894-1895	43
Number discharged, 1895-1896	56
Total	99
Number contracted, 1894-1895	57
Number contracted, 1895-1896	87
Total	144
Died during 1894-1895	0
Died during 1895-1896	1
Total	1

TABLE No. 18.

FARM AND GARDEN PRODUCE FROM JUNE 30, 1894, TO JULY 1, 1896.

Articles.	Amount	Articles.	Amount.
1,079 bushels of potatoes @ 37c	\$399 23	451 dozen eggs @ 12c	\$54 12
6½ bushels onions @ 34½c	2 24	976 dozen radishes @ 1½c	17 06
5½ bushels peas @ 74c	8 89	547 dozen corn @ 7c	38 29
19½ bushels parsnips @ 48½c	9 46	106 dozen cucumbers at 7½	7 95
91½ bushels turnips @ 30c	27 53	106,227 quarts of milk @ 8c	8,186 81
8¾ bushels carrots @ 26½c	8 19	343 quarts strawberries @ 8c	27 48
19½ bushels beans @ \$1.44½	28 18	2,571 quarts raspberries @ 8c	205 68
16 bushels string beans @ 8½c	13 76	155 quarts currants @ 6c	9 30
806 bushels tomatoes @ 21c	76 86	118 quarts cherries @ 5c	5 90
41½ bushels beets @ 43¾c	18 06	20 quarts gooseberries @ 5c	1 00
9½ bushels cucumbers @ \$1.20	10 95	2,988 heads cabbage @ 3c	88 14
19 2-7 bushels peaches @ 70c	13 50	19 pumpkins @ 5c	95
84 bushels pears @ 44c	14 96	217 water melons @ 3c	6 51
276 pounds beet greens @ 1½c	8 68	280 musk melons @ 2c	5 60
3,885 pounds beef @ 6c	230 10	280 bushels oats @ 20c	56 00
629 pounds chicken @ 5½c	34 59	105 bushels corn @ 15c	15 75
4,396 pounds of pork @ 4½c	208 81	12 tons hay @ \$12.00	144 00
641 pounds lettuce @ 4c	25 64	500 bundles fodder @ 4c	20 00
54 pounds asparagus @ 5c	2 70	1 horse	60 00
442 pounds pieplant @ 1½c	5 89	21 calves	32 00
80 pounds horseradish @ 1c	80	7 hides	20 50
957 pounds grapes @ 1½c	14 50	120 pounds tallow @ 3¾c	4 20
1,230 dozen onions @ 2c	24 60		
Total			\$5,179 83

TABLE No. 19.

DIETARY.

BREAKFAST.

Coffee, cocoa shells or milk, bread, oatmeal, hash, or warmed potatoes.

DINNER.

Sunday—Cold baked beans, tomatoes, graham bread.
 Monday—Beef stew, potatoes, turnips, pickles, corn bread.
 Tuesday—Soup, potatoes, crackers, white bread, pickles, pudding.
 Wednesday—Corned beef, cabbage, potatoes, pickles, graham bread.
 Thursday—Soup, potatoes, onions, crackers, white bread, pickles.
 Friday—Fish, vegetables, graham or corn bread, gravy.
 Saturday—Bean soup, pickles, white bread, pudding.

SUPPER.

Sunday—Bread, butter, plain cake, milk, prune sauce.
 Monday—Rice, bread, butter, apple jelly.
 Tuesday—Graham mush, syrup, bread, butter, tea, ginger cookies.
 Wednesday—Oatmeal, bread, butter, prune sauce, milk.
 Thursday—Corn mush, milk or syrup, bread, butter, prune sauce.
 Friday—Tomatoes, bread, butter, milk.
 Saturday—Rice, bread, butter, apple jelly, milk.

Bread is baked not less than three times a week.

Lettuce, radishes, cucumbers, young onions, corn, peas, string beans, eggs or fruit (in their season) to be added to either dinner or supper.

TREASURER'S REPORT.

THE STATE INDUSTRIAL HOME FOR GIRLS, }
Adrian, June 30, 1896.

To the State Board of Guardians:

I hereby respectfully submit the biennial report of the receipts and disbursements at the Treasurer's office during the two fiscal years commencing July 1, 1894, and ending June 30, 1896, as follows:

STATE OF FINANCES JUNE 30, 1896.

Current expense.....	\$2,518 52	
Ornamental fund.....	2,089 03	
Grading grounds and new walk.....	75 00	
Painting school house.....	40	
Balance on hand June 30, 1894.....		\$4,682 95
Amount left in State Treasury July 1, 1894.....	\$17,500 00	
Amount appropriated for 1895.....	38,872 60	
Amount appropriated for 1896.....	38,662 60	
		\$94,835 20
Amount drawn from State Treasury from July 1, 1894, to June 30, 1896.....	\$75,508 90	
Amount left in State Treasury June 30, 1896.....	19,831 80	
		94,835 20
Current expense.....	Dr.	
To balance on hand July 1, 1894.....	\$2,518 52	
To cash from State Treasury.....	75,508 90	
To income from farm and other sources.....	5,805 00	
		\$83,627 42
	Cr.	
By vouchers paid July 1, 1894, to June 30, 1896.....	\$79,145 20	
Balance on hand June 30, 1896.....	4,482 22	
		83,627 42
Special expense.....	Dr.	
Amount appropriated for 1895.....	\$8,150 00	
Amount appropriated for 1896.....	2,862 50	
		\$14,512 50
	Cr.	
Amount drawn from State treasury.....	\$12,912 50	
Amount in State treasury.....	1,600 00	
		14,512 50
	Dr.	
Balance on hand July 1, 1894.....	\$75 40	
Cash received from State treasury.....	12,912 50	
		\$12,987 90
	Cr.	
By vouchers paid.....	\$12,869 57	
Amount in treasury June 30, 1896.....	618 33	
		12 987 90
Ornamental fund.....	Dr.	
(Contributed by the citizens of Adrian.)		
Balance on hand July 1, 1894.....	\$2,089 03	
Interest July 1, 1894, to June 30, 1896.....	125 55	
		\$2,214 58
	Cr.	
By vouchers paid.....	\$102 14	
Amount in treasury.....	2,112 44	
		2,214 58

DAVID METCALF, Treasurer.

SUMMARY.

SHOWING STATE OF FINANCES JUNE 30, 1896.

Balance on hand July 1, 1894, current expense.....	\$2,518 52	
Balance on hand July 1, 1894, ornamental fund.....	2,089 08	
Balance on hand July 1, 1894, special expense.....	75 40	
Cash received from State treasury from July 1, 1894, current expense.....	75,508 90	
Cash received from State treasury since July 1, 1894, special expense.....	12,912 50	
Cash from work, produce, etc., current expense.....	5,605 00	
Interest on ornamental fund.....	125 55	
		\$98,829 90
Vouchers paid from July 1, 1894, to June 30, 1896, current expense.....	\$79,145 20	
Vouchers paid from July 1, 1894, to June 30, 1896, ornamental fund.....	102 14	
Vouchers paid from July 1, 1894, to June 30, 1896, special expense.....	12,889 57	
Balance on hand July 1, 1896, current expense.....	4,482 22	
Balance on hand July 1, 1896, ornamental fund.....	2,112 44	
Balance on hand July 1, 1896, special expense.....	618 33	
		98,829 90

DAVID METCALF,
Treasurer.

PHYSICIAN'S REPORT.

To the Honorable Board of Guardians of the State Industrial Home for Girls:

I have the honor to submit the following report for the biennial period ending June 30, 1896.

In accordance with a law passed by the Legislature of 1895, each girl must be carefully examined by a competent physician before being sent to the Home. The liability to the admission of contagious diseases has been greatly lessened. Even with the protection afforded by this law, an occasional case of contagious disease, contracted before the girl was sentenced, and not developed until after admission to the Home, has been admitted. The two cases of typhoid fever mentioned in the table of diseases, were notable examples of this class of cases.

The entire absence of a place suitable for the care and isolation of serious or contagious diseases, leads me to earnestly suggest the necessity of immediately providing a building to be used for hospital purposes.

One death from peritonitis has occurred since the last biennial report was made.

The present sanitary condition of the institution is very good and has been so since the last report was submitted, there having been no epidemic of serious disease.

The following table will show a list of the diseases treated.

Thanking the board and officers of the Home for their assistance and coöperation in the management of the medical work, this report is respectfully submitted.

MINA LOGUE, M. D.

PHYSICIAN'S REPORT.

31

Name of disease.	No of cases.	Cured.	Dis- charged.	Died.	Im- proved.
Anæmia	2	2			
Abscess	4	2	2		
Bolls	1	1			
Biliousness	1	1			
Chancre	7	4	3		
Contusion of knee	1	1			
Chorea	1	1			
Diarrhoea	8	8			
Gonorrhoea	1	1			
Granulated Eyelids	1	1			
Herpes Zoster	3	3			
Hystero Epilepsy	3	1	2		
Influenza	14	14			
Intercostal Neuralgia	1	1			
Ingrowing toe nail	1	1			
Neuralgia	2	2			
Night terrors	1	1			
Otitis Media	4	3			1
Peritonitis	2	1		1	
Pregnant	2		2		
Puerperal Mania	1		1		
Polypus Nasal	1	1			
Pediculis Pubis	2	2			
Scabies	2	2			
Sprain	1	1			
Strabismus	4				4
Rheumatism	6	6			
Typhoid fever	2	1	1		
Tape worm	1	1			
Varicella	9	9			

APPENDIX.

APPENDIX.

ACT OF ESTABLISHMENT.

THE ACT TO ESTABLISH AN INSTITUTION UNDER THE NAME AND STYLE OF THE MICHIGAN REFORM SCHOOL FOR GIRLS—AS AMENDED IN 1881 AND 1883.

SECTION 1. *The People of the State of Michigan enact,* That there shall be established in this State an institution under the name and style of the State Industrial Home for Girls, and that the sum of thirty thousand dollars is hereby appropriated from the general fund for purchasing and preparing the grounds, and the erection of suitable buildings therefor, and to pay the current expenses of the said Industrial Home.

SEC. 2. The general supervision and government of said Industrial Home shall be vested in a Board of Control, to consist of three women and two men, who shall be appointed by the Governor, by and with the advice and consent of the Senate. The terms of office of the members of said board shall be as follows: Two for two years, two for four years, and one for six years, from the first day of April, eighteen hundred and eighty-one, and until their successors shall be appointed and qualified, said respective terms to be designated in their several appointments; and at the expiration of their several terms of office their successors shall be appointed for the term of six years each, and until their successors are appointed and qualified. The members of said Board of Control shall constitute a body corporate under the name and style of "The State Industrial Home for Girls," with the right of suing and being sued, of making and using a common seal, and of altering it at pleasure.

SEC. 3. The said Board of Control are hereby empowered to select, procure, and establish, with all convenient dispatch, a site for said Industrial Home, and the right of way for suitable drainage therefrom; and for that purpose they are also hereby authorized to receive proposals for the donation of lands, money, or building materials, for the location and erection of said home, in behalf of the State and for the benefit of said institution: *Provided,* That said site shall contain not less than twenty-five acres of land, and that good and sufficient titles to any lands thus granted, and securities for the payment of the money, and delivery of the material thus donated, shall be obtained by said board before any such site shall be fully established.

SEC. 4. The said board having established a site for said institution, shall immediately deposit a certificate of their determination, together with all conveyances of lands granted, and securities for moneys or materials donated, in the office of the Auditor General. They shall also prepare and adopt a plan for the grounds, buildings, and fixtures necessary for such institution, of such form, dimensions, style, and finish as, when completed, shall come within the cost and limit of the sum hereinbefore appropriated.

SEC. 5. Said Board of Control shall advertise for proposals for the erection and furnishing of such buildings or parts thereof as may be necessary for the reception, confinement and discipline of girls, and upon the reception of such proposals they may, in their discretion, make contracts with the lowest responsible bidders, taking into consideration the price, time of performance, and the responsibility of the contractors and their sureties. Said contracts when executed to be deposited in the office of the Auditor General.

SEC. 6. Said board shall make out and deliver to the Secretary of State, on or before the first day of January in each year hereafter, a detailed statement of their operations and all expenditures made by them. The members of said Board of Control shall receive three dollars per day for the time actually and necessarily spent by them in the discharge of their duties, and traveling and other actual expenses incurred, to be audited and allowed by the Board of State Auditors.

SEC. 7. It shall be the duty of the members of the Board of Control to meet annually at said Industrial Home on the first Wednesday of May in each year, and at said annual meeting they shall elect of their own body a chairman and treasurer, and a clerk who may or may not be of their number. Said officers shall hold their offices for one year and until their successors shall be elected and qualified. The treasurer and clerk shall give such bonds as the board may direct and approve.

SEC. 8. It shall be the duty of the board to meet once every three months, and oftener if deemed advisable. They shall prepare, systematize, and adopt a system of government for said Industrial Home, embracing all such rules, regulations and general laws as may be deemed necessary for preserving order, for enforcing discipline, for imparting instruction, for preserving health, and for the proper physical, intellectual, and moral training of the inmates. Said school shall be conducted on the family or cottage plan for girls from ten to seventeen years of age, in which there must be thorough, systematic teaching of all domestic industries, which industries shall take precedence of trades, and be a thorough education in every branch of household work. All the officials and help for the internal management shall be composed entirely of women, unless otherwise ordered by the board.

SEC. 9. For the purpose of maturing said system of government and discipline, it shall be competent for said board to authorize one of their number to visit some similar institution now in operation and of the best repute, and by personal inspection and investigation to acquire an insight into the principles and practical working of the model system thus selected, for the information and benefit of said board.

SEC. 10. From and after the time that said institution shall be prepared for the reception of inmates, every girl over the age of ten years and under the age of seventeen years, who shall be convicted before any court or magistrate of competent jurisdiction, of being a disorderly person, or of any offense not punishable by imprisonment for life, shall, except in cases deemed incorrigible, be sentenced to said Industrial Home until she has reached the age of twenty-one years, if such court or magistrate shall deem the girl so convicted a fit subject to be committed to said home. The Board of Control shall have authority to make rules reducing, as a reward for good conduct, the time for which such girls have been sentenced. It shall be the duty of all courts and magistrates sentencing girls to said home to certify to the keeper of said home the age of the person so committed, as nearly as can be ascertained by testimony taken under oath before such court or magistrate, or in such manner as the court or magistrate shall direct.

SEC. 11. Before any sentence made by a police court or a justice of the peace, under this act, shall be executed, it shall be approved by the circuit or probate judge of the county, and his approval endorsed on the warrant of commitment, and if such sentence shall be disapproved, the police court or justice of the peace shall have power to pronounce the ordinary sentence prescribed by law.

SEC. 12. From and after the time when said institution is ready for the reception of inmates, all girls between seven and seventeen years of age who are now authorized to be sent to the Reform School or to a house of correction, under and by virtue of "An act establishing a State agency for the care of juvenile offenders," approved April twenty-nine, eighteen hundred and seventy-three, shall be sent to said State Industrial Home for Girls.

SEC. 13. It shall be lawful for the Board of Control, whenever in their discretion they may deem any of the inmates of said institution to have been so far reformed as to justify her discharge, to liberate such inmate, or to bind her by articles of indenture to any suitable person who will engage to educate said girl, and to instruct her in household work or in some proper art or trade, or said board may return any such girl to her parents or other guardians, when they shall have become bound to said board with sufficient sureties for her good behavior and care, or said board may place any such

girl in the care of any resident of this State who is the head of a family and of good moral character, but on such terms and conditions as the board may prescribe.

Sec. 14. Any girl who may be found incorrigible, or an improper subject for admission to said institution, may be returned by the board to the court or magistrate by whom said girl was committed, or his successor in office, and thereupon such court or magistrate shall have power to pass such sentence as would have been legal in the first instance if said girl had not been sent to said school.

Sec. 15. It shall be the duty of said Board of Control to provide a book in which shall be registered the names, ages, and religion professed by the girls received in said Industrial Home, the date of their reception and of their leaving, the names and residence of their parents, and whether such girls were apprenticed, placed in a family, or otherwise, and if placed in a family or apprenticed, the name, residence and occupation of the head of such family or such person to whom she was apprenticed.

Sec. 16. Repealed 1881. Act 206.

Sec. 17. There shall be assessed upon the taxable property of the State in the year one thousand eight hundred and seventy-nine, the sum of twenty thousand dollars, and in the year one thousand eight hundred and eighty the sum of ten thousand dollars, to be assessed and levied in like manner as other State taxes are by law levied, assessed and paid, which tax, when collected, shall be credited up to the general fund, to reimburse to the same the sum to be drawn therefrom as provided in this act, and any sums drawn from the treasury under the provisions of this act before the taxes herein authorized are collected shall be returned when such taxes are collected.

RULES AND REGULATIONS.

BOARD OF CONTROL.

SECTION 1. The annual meeting of the board shall be held at the Industrial Home for Girls on the first Wednesday in May of each year, and at said annual meeting they shall elect by ballot of their own body, a chairman and treasurer, and a clerk who may or may not be of their number. Said officers shall hold their offices for one year and until their successors shall be elected and qualified. The treasurer and clerk shall give bonds as the board may direct and approve.

SEC. 2. It shall be the duty of the board to meet once every three months, and oftener, if deemed advisable. A majority shall constitute a quorum.

SEC. 3. The resident member of the board is authorized to act for the board in exigencies requiring attention in the interval of the meetings of the board. He shall at each meeting report to the board for its approval or disapproval all acts done or omitted to be done under his advice or direction, the substance of which report shall be entered on the records of the board.

SEC. 4. The clerk shall keep accurate minutes of the transactions of the board in a book provided for that purpose, to which the members of the board shall have access at all times, which book shall be kept in the office of the institution.

SEC. 5. The treasurer shall receive, hold and disburse the funds of the institution, and discharge his duties as required by law. He shall keep a correct account of all receipts and expenditures; and shall exhibit such accounts to the board at each quarterly meeting, and whenever requested by a member of the board. The account of the treasurer shall be audited by the board at each annual meeting.

SEC. 6. At each regular meeting the board shall review and examine an account of all receipts and disbursements which shall be presented by the superintendent. All accounts shall be indorsed by the chairman of the board.

SEC. 7. The board will determine the quality and amount of the principal supplies to be purchased, and at each meeting shall direct the principal purchases to be made.

THE SUPERINTENDENT.

SECTION 1. The superintendent shall be the chief executive officer of the institution, of which she shall have the general control. She shall reside on the premises, and devote her whole time to the welfare of the school. She shall have charge of all the real and personal property of the institution, and control of the employes, requiring that they shall in all respects faithfully perform their several duties.

SEC. 2. She shall keep an accurate account of the current expenses of the institution and all moneys received and disbursed by her.

SEC. 3. She shall at each regular meeting of the board make a written report of the general condition of the institution which shall embrace all cases of punishment and for what punishment and how. The number and names of girls received, the number and names of girls contracted and to whom, as well as all girls released. Also that she shall lay before the board all correspondence of whatever name or nature relating to the institution or any of its inmates.

SEC. 4. She shall enter in books provided for that purpose the name and age of every inmate, with a brief description of her person, the time when she was received, the place from which she was sent, the offense for which she was committed, and the time when she was discharged; and if apprenticed or hired out, the name, place of residence of the person to whom she was apprenticed or hired out, together with such

other facts relating to her subsequent history as she may think worthy of preservation; and in case of death, the time and cause of her death, and the disposal of her remains.

SEC. 5. She shall keep a journal in which she shall record everything worthy of notice, which journal shall at all times be open to the inspection of the Board of Control.

SEC. 6. The superintendent shall know that the provisions furnished are of good quality and sufficient in quantity—well cooked and well served, and that no waste is allowed; that every part of the institution is kept clean and properly ventilated, and that such of the inmates as are able to work are properly employed.

SEC. 7. The superintendent shall, after careful examination, and in accordance with the advice and direction of the board, allot to each newcomer her position in the institution; and, in conjunction with the cottage managers, shall transfer the pupils from one house to another as may be deemed advisable.

SEC. 8. The assistant superintendent shall represent the superintendent during any temporary absence, and at all times render her such assistance as may be required.

PHYSICIAN.

The physician must examine every inmate at the time of her admission, or as soon thereafter as practicable, and make a written report to be filed with the superintendent, and record the same in a book kept for that purpose.

A full report of all cases worthy of notice shall be made for the regular meetings of the board.

COTTAGE MANAGERS.

SECTION 1. Over each cottage a manager shall be appointed, who shall have the general superintendence of the family within it. She shall in all respects watch over the inmates as the head of a family. She is to be the mother, kindly but decidedly holding the reins of government, making each cottage resemble, as nearly as possible, a well regulated home.

SEC. 2. She shall keep an accurate account of all receipts, losses, or other disposition of property committed to her care, and report the same to the superintendent.

SEC. 3. She shall keep a record of the time of entrance and of leaving of each inmate of her cottage, and make a report of their progress and conduct. She shall present a written report of her household, and of the nature and amount of the labor performed by the girls, at the quarterly meetings of the board.

SEC. 4. In cases of persistent obstinacy, where unusual punishment seems to be required, she shall submit the matter to the superintendent for her direction.

SEC. 5. She shall report to the physician all inmates needing medical treatment, and shall see that the sick receive proper attention, and that the directions of the physician are strictly observed.

SEC. 6. She must report to the superintendent at the close of each day, upon blanks provided for the purpose.

TEACHERS.

SECTION 1. In each cottage there shall be a teacher, who shall take charge of the instruction of the inmates while in the school, and at such other times as the board and superintendent shall direct.

SEC. 2. She shall keep a record of the deportment and improvement of each inmate committed to her care, and shall report the same daily to the cottage manager on blanks provided for that purpose.

HOUSEKEEPERS.

SECTION 1. There shall be a housekeeper in the superintendent's house, and in each cottage, cottage housekeeper who shall have charge of the kitchen and laundry and dining-rooms and all pertaining thereto.

SEC. 2. She shall be responsible to the cottage manager and superintendent for the cleanliness of the house and the good order of her department; for the cooking and washing; and the conduct, industry and instruction of the girls when under her charge.

SEC. 3. The housekeeper in charge of the house of the superintendent shall have such girls assigned for her assistance as the superintendent shall detail, said housekeeper to be under the same rules as designated in section 2 for cottage housekeepers.

TEACHER OF DRESSMAKING.

The officer shall instruct the girls in dressmaking and other branches of needle-work, and shall assist in their supervision.

ENGINEER.

SECTION 1. The engineer shall have charge of the engine-house, fire apparatus, the water and steam heating works, wells, cisterns, and sewers, and see that they are kept in good order, and that there is a sufficient supply of water and steam for all purposes.

SEC. 2. He shall, when directed by the superintendent, perform such other work as will not interfere with his duty as engineer.

FIREMAN.

The fireman shall be under the orders of the engineer, and shall perform such duties as shall be directed by him and the superintendent.

WATCHMAN.

The watchman shall report daily to the superintendent before going upon duty, and shall patrol the grounds at least once an hour each night. In case of fire he shall at once notify the engineer and superintendent. He shall be a regular qualified police officer.

GENERAL RULES.

SECTION 1. All employes of the institution are subordinate to the superintendent, and shall obey her orders, and are required to devote their whole attention to the performance of their duties.

SEC. 2. No intoxicating drink shall be brought upon the premises except for medical purposes, by permission of the superintendent.

SEC. 3. No visitor shall be allowed to hold any communication with the inmates without permission from the superintendent, and in the presence of an officer, and not oftener than once in two months.

SEC. 4. Every inmate of the school will be required, when in health, to employ a portion of the day in some work, and when a girl has been placed in a particular department of labor, or in school, she shall not be detained from her work or school by any person without a special order from the superintendent.

SEC. 5. No employe shall be absent without permission of the superintendent, and in no case shall a family be left with less than two officers in charge of it.

SEC. 6. All employes shall be required to rise at the ringing of the morning bell, unless disabled by sickness.

SEC. 7. All table and bed linen and clothing of the girls shall be marked with indelible ink.

SEC. 8. No light except it be in a lantern, and no fire unless in a covered fire-pan, shall be carried into any of the attics, work-shops, engine-house, cellars, or any of the out buildings; and no smoking shall be allowed in the barns, stables, or work-shops.

SEC. 9. No kerosene, naphtha, or inflammable oil of any kind shall be used in the cottages for lights or fuel.

SEC. 10. Visitors may be shown through the institution between the hours of two and five p. m. on any day of the week except Saturday and Sunday, but they cannot be admitted without a permit from the superintendent or a member of the board.

SEC. 11. Whenever any girl shall escape from the institution or from any home in which she is detained or indentured on contract, she shall *forfeit to the State* such part of her previously earned reserve fund accumulated after her commitment as shall fully indemnify the State for all expenses incurred in her capture and return; and any girl not returning after such escape shall *forfeit absolutely* all previously earned reserve fund, such forfeited reserve funds to be *turned into the general funds* of the institution.

All connected with the institution are desired to work in harmony in executing both the letter and the spirit of the law.

BLANKS USED.

DAILY RECORD.

No. Name Industry Officer Grade Class

Date.	Credit.			Debit.			Date.	Credit.			Debit.		
	Demeanor.	Industry.	Study.	Demeanor.	Industry.	Study.		Demeanor.	Industry.	Study.	Demeanor.	Industry.	Study.
1							17						
2							18						
3							19						
4							20						
5							21						
6							22						
7							23						
8							24						
9							25						
10							26						
11							27						
12							28						
13							29						
14							30						
15							31						
16							Result						
							Possible						

DAILY REPORT OF COTTAGE MANAGERS.

Cottage No. 189
Number girls
Under discipline
Sick
On duty
General conduct
Number in school
Remarks
Cottage Manager.

APPLICATION FOR A GIRL, WITH RECOMMENDATION.

To the Board of Control of the State Industrial Home for Girls:

I hereby make application to have _____, one of your wards, pursuant to an act entitled, "An act to establish a State Reform School for Girls," approved May 31, 1879, and the acts amendatory thereof. I am a resident of _____ the county of _____ and my postoffice address is _____
My occupation is that of _____
My family consists of the following members _____
Dated _____ 18__

NOTE.—The recommendation on the other side of this blank must be signed by the agent of the State Board of Corrections and Charities, if there is one in the county where the applicant resides, and if not, then by any county officer, or two respectable citizens of that county. Before placing a child on trial, or indenturing the same, it must be made to appear satisfactorily to the superintendent that the applicant is temperate, does not sell intoxicating liquors as a beverage, that he has a good home, and is a person of good moral character, and will faithfully execute the contract indenturing the girl to him.

The recommendation referred to is as follows:

For _____ By _____ Date _____

To the Board of Control:

After a careful investigation I hereby certify that the within named applicant is a resident of the place named by him, where he has a good home; that he is a person of good moral character, is temperate, does not sell intoxicating liquor as a beverage and that I believe he will properly provide for, and otherwise faithfully execute the contract made with said board in regard to said girl.

Dated _____ 18__

Filed in the superintendent's office this _____ day of _____ 18__

Superintendent.

ARTICLES OF INDENTURE.

This agreement, made this _____ day of _____ A. D. 189__ between the State Industrial Home for Girls, by its State Board of Control, of the first part, and _____ of _____ county of _____ Michigan, of the second part.

Witnesseth: Said party of the first part hereby places with and hires to said second party _____ an inmate of said school, for service in his family for _____ work for the term of six months from date; said home reserving the right to cancel this agreement and resume the custody of said girl for any reason that shall seem sufficient to the superintendent or board, either in the conduct of said girl, or of said party of the second part.

The said second party agrees that for service and labor of said girl ... he will pay the sum of \$_____ per week, paying to said girl \$1 of the same weekly in cash for her own use and the balance thereof quarterly to the treasurer of the Industrial Home. The said party agrees to make such reports quarterly as are required, and in case of gross misconduct, or disobedience, to notify the superintendent promptly.

Said party of the second part further agrees that he will allow and encourage said girl to attend church and Sabbath school, and will enforce to his best ability such rules for the government of said girl as may be ordered by said home. And said party of the second part further agrees that in case the custody of said girl shall be resumed by the board, or superintendent, before the time for which said girl is hired, by reason of any misconduct or fault of said party of the second part, ... he will pay to said board the expenses of returning said girl to said Industrial Home. The contract may be

renewed by consent of both parties, but on such terms for wages as the superintendent shall determine.

In witness whereof, the parties have signed this agreement in duplicate.

THE STATE INDUSTRIAL HOME FOR GIRLS,
Per Superintendent.

Renewed for months this day of, 189.., at \$.... per week.

....., Superintendent.

QUARTERLY REPORT OF EMPLOYER.

To the Superintendent of the State Industrial Home for Girls, Adrian, Michigan:

I herewith send you my report as per contract, of the girl I took from the Industrial Home for Girls., employer.

Name of girl; county of.....
Town of Date 18..

N. B.—Please fill out the above blanks carefully, as it is often impossible to tell where the report comes from, or the name of the girl reported.

1. What is her physical condition?
2. Does she attend church and Sunday school?
3. Is she obedient?
4. Is she industrious?
5. What is her occupation?
6. Is she improving morally?
7. How do you like her?
8. Is she contented?

Remarks:

REPORT OF COUNTY AGENT.

To the Superintendent of the State Industrial Home for Girls:

The following statement represents the present condition of
living with in township.

1. Child's physical condition?
2. Does she attend church and Sunday school?
3. Is she obedient?
4. Is she industrious?
5. Is she improving morally?
6. Is she contented?
7. Is she liked by her guardian or employer?

Remarks:

Name of agent
For county.
Date 18..

NOTICE OF INDENTURE.

INDUSTRIAL HOME FOR GIRLS.

Adrian, Mich., 189..

M

Your application has been received, and a girl has been ordered placed in your home, subject to the rules of the institution. It will require about days

to prepare her clothing, and I will notify you by card, about that time, just when she will be ready. If you come to the home for her, please have such conveyance as will enable you to take her trunk, which contains her clothing, and which must go when she goes. If you are to meet her at any depot, please come prepared to take her trunk.

Very respectfully,

LUCY M. SICKELS,

Superintendent.

SOME QUESTIONS ANSWERED.

1. *Ques.*—What is necessary for me to do in order to secure a girl from the "Home?"

Ans.—Send to the superintendent for a blank application, which, when filled, must be endorsed by your county agent, Mr. -----.

In filing application please give ages of children (if any); state the desired age of girl, and your requirements.

2. *Ques.*—What wages are paid?

Ans.—From seventy-five cents to two dollars a week, according to age and ability of girl. When the girl receives more than a dollar a week, a portion is reserved and paid quarterly to the superintendent, by whom it is placed in the bank to the credit of the girl.

3. *Ques.*—For what length of time are girls contracted?

Ans.—Six months or one year, sometimes longer.

4. *Ques.*—Am I expected to make reports?

Ans.—Yes, every three months blanks for reports are sent to all employers. Any misconduct of the girl should be reported immediately.

5. *Ques.*—What privileges are allowed?

Ans.—The girl is expected to attend church and Sunday school? She is not allowed to go to church or elsewhere evenings, unless with a responsible person. Any innocent pleasure that can be given the girl will only help to make her more contented.

6. *Ques.*—Is the girl allowed to write letters?

Ans.—She may write to her relatives and to the officers of the "Home." All correspondence with relatives must be under supervision of the employer.

7. *Ques.*—For what offense was the girl committed?

Ans.—In most cases we do not deem it best to give this information.

8. *Ques.*—Who pays the traveling expenses of the girl?

Ans.—The girl will be comfortably clothed and her expenses to her new home paid by the employer. If through the fault of her employer she should be returned to the institution, the employer must then pay the expense of her return.

REMARKS.

We consider it better for the comfort and protection of the girl that it should not be known that she has been an inmate of the "Home."

We expect all employers to demand obedience from the girls. This is best obtained in all times and places by firmness and kindness. "A steady hand makes an obedient child."

Though we hope that the girl will do her part in any home in which we place her, we also feel that in many cases it is too one-sided a matter. The question is not, in many cases, can I help this girl to keep the ground she has gained, and influence her to still farther efforts for her own good? But rather, how much can I get this girl to do for a little money? We have found some much happy exceptions to the general rule that we are still looking for more.

SUGGESTIONS TO EMPLOYERS.

In order that parties who indenture girls from this institution may more clearly understand the object and aims of the institution and what is expected of them in the relation of employer, that there may be perfect harmony in management, the following suggestions are offered, and a full compliance therewith on your part will be expected:

1. Do not expect the girl to know how to do all kinds of work. She needs teaching, and in this you must be patient and forbearing and give her encouragement.

2. She should be taught neatness in everything, and to keep all rooms in perfect order, and under no circumstances be permitted to have her own room untidy or in confusion.

3. She should be obedient, respectful, and ladylike in her bearing and language, and no one about the house should use improper language in her presence.

4. Great care should be taken as to her associates, and she should not go out evenings except in company with some adult member of the household or some friend in whom you have the utmost confidence.

5. Do not seek to draw from her information as to her past life, and never refer to her disparagingly concerning that life, if you have occasion to chide or reprove her.

6. While you should give her your confidence, and let her feel that you trust her, and rely upon her, yet do not throw temptations in her way unnecessarily.

7. In attending social gatherings, treat her as you would any girl in your employ, so far as frequency of going is concerned. I might say even, treat her as you would your own daughter; under similar circumstances.

8. Do not try to impress upon her mind that she must be watched everywhere she goes, but at all times let her feel, by your example and advice, that she cannot, by any conduct, afford to court criticism, or let the faintest suspicion of wrong arise.

9. She is to have the privilege of unrestricted correspondence with the officers of the home.

In all other correspondence she should consult you, and in case of any clandestine correspondence I shall expect you to immediately report to me.

10. It is expected that she will attend church, whenever it is convenient. She should be taught the importance of keeping her clothes always in order, clean and whole, that there may be no excuse on this ground for remaining away from church.

11. That portion of her wages that you are to pay to her should be paid her weekly, in cash, and in her expenditures endeavor to give her good counsel and impress upon her the importance of economy, and judicious purchase of goods. The reserve fund, as per contract, should *always* be remitted to the home.

12. In case of sickness, if it is serious, please notify the superintendent, and see that the girl does not suffer for want of medical attendance.

13. In case of male inmates in the family, let due care be observed as to sleeping apartments, so that her room may not be accessible easily without your knowledge. This is the most important feature in all your duties relative to a proper care of the girl entrusted to you.

14. Study the girl's disposition and temperament, and to the lady member of the family, we recommend that while you are firm in discipline, you at the same time evince a tender, motherly interest in the girl's welfare that shall win her confidence and esteem.

LUCY M. SICKELS,
Superintendent.

INSTRUCTIONS TO GIRLS INDENTURED.

The board of control deems you worthy of being placed in a good home and accords you the privilege of trial. The home does not release its right to recall you, but good conduct on your part is all that is required for you to remain away, and will sooner bring about your honorable discharge. I therefore urge upon you the following rules, which it is expected you will strictly observe:

1. Be obedient. Be truthful. Be neat. Be honest. Be ladylike in your deportment.

2. Never dispute or wrangle with your employer or any of the family. Always restrain your temper.

3. Keep your person clean; be tidy at your work. Keep your own room in perfect order, and be careful to have your entire clothing kept clean and mended.

4. Be guarded in your language, and never utter a word unbecoming a lady. Let your conduct be above reproach; and the conversation with men be reserved and modest, and resent any improper language to you by men.

5. Do not neglect going to church, and go to evening social gatherings only when permission is given and you have proper company. Do not get angry or disappointed because you are refused by your employer permission to go to any kind of gathering.

6. Write fully how you like your place, and tell the superintendent all you wish to, in case you do not like the way you are treated. But remember, you must expect to

INDUSTRIAL HOME FOR GIRLS.

put up with a great many things that are not pleasant. You are at liberty to write to the superintendent what you choose, without getting permission. But in correspondence other than to the home, you should get permission from your employer the same as you would at the home.

7. If there be children, treat them very carefully, and never deceive your employer in anything.

8. Try to learn everything about housework, cooking, sewing, cleaning, washing, and housekeeping, so you can be trusted to do it alone.

9. Be careful of your earnings, and in making purchases always advise with the lady of the house, that your expenditures may be safe and judicious. Your reserve fund will be safely kept for you in the bank.

10. Have good comb, brush, and tooth brush, and use them.

11. Every good report that comes from your employer will go to your credit the same as good conduct would at the home, and the sooner your conduct proves you worthy of discharge, the sooner the board will grant that discharge.

12. Select good wholesome reading, and improve your spare time, by gaining useful information, and remember that I retain a deep interest in your welfare.

Affectionately,

LUCY M. SICKELS, *Supt. I. H. for G.*

MICHIGAN STATE INDUSTRIAL HOME FOR GIRLS.

Adrian, Mich.,.....18..

To the State Board of Inspectors:

Having become fully convinced that.....
have become so far reformed as to justify their discharge from the custody of the State Industrial Home for Girls, I do most respectfully recommend that they be liberated therefrom and ask that an order may be made by your honorable board accordingly
.....*Superintendent.*

We, the undersigned members of the State Board of Inspectors, having fully considered the above recommendation, do hereby approve the same and do order and direct that the said girls be liberated and discharged as requested.

Dated..... Mich.,.....1892.

Guardians of State Industrial Home for Girls, {

.....
.....
.....
.....
.....

MICHIGAN STATE INDUSTRIAL HOME FOR GIRLS.

Adrian, Mich.,.....189..

To the State Board of Inspectors:

I do hereby recommend that the girls hereinafter named and now inmates of the State Industrial Home for Girls be bound out by articles of indenture to some suitable persons who will engage to educate and to instruct them in household work, or in some proper art or trade; or that they be placed in the care of residents of this State who are the heads of families and of good moral character, on such terms and conditions as your board may prescribe, and I do most respectfully ask that an order to such end may be made by you.

Names of girls recommended.....

.....*Superintendent.*

Dated at _____ Mich., this _____ day of _____ A. D. 189_____

Adrian, Mich.,-----189--.

WHEREAS, _____ was on the _____
day of _____ A. D. 18__ committed to the State Industrial Home for Girls,
from the court aforesaid; and

Now, therefore, by virtue of the statute in such case made and provided, we do hereby order and direct that the said ----- be returned to the court aforesaid to be further dealt with as may be just and legal.

**STATE INDUSTRIAL HOME FOR GIRLS, }
Adrian, Mich.,-----189-- }**

----- having become an inmate of this institution,
you are by this circular informed with reference to some matters which are of interest,
and which may be essential for you to understand.

We are often importuned to release girls within a few weeks or months after they are received at the home. To any who anticipate making such an effort, we desire to say that the home is intended as a child saving and reformatory institution, and its chief aim is not to punish, but rather to educate and prepare its inmates for better and happier living in the coming years.

But before the expiration of the girl's sentence the law authorizes the board to indenture (bind out) the girl by writings to some suitable person, who will engage to educate her and to instruct her in household work or in some proper art or trade.

The board may also place the girl in the care of any resident of the State who is the head of a family, and of good moral character, on such terms and conditions as the board may prescribe. Or, the board may return the girl to her parents or guardians upon such parents or guardians giving a bond with sufficient sureties for her good behavior and care.

But in all these cases the board insists that the girl shall either have become thoroughly reformed, or that the home to which she is going be one that will conduce to such reformation.

Experience demonstrates that good girls who have good homes are not often sent to this institution.

It is also true that bad girls and poor homes are not usually made permanently better in the space of a few weeks.

Every girl in the institution is obliged to be in school four hours a day, unless it may be some who have finished the prescribed course of study. Then some suitable piece of work or reading is given her during school hours, while she is in the cottage.

Many of the girls come to us in their teens who do not know the first principles of house work, or even of cleanliness.

These same girls, when leaving us, take with them a sufficient knowledge of house-work to enable them to earn an honest livelihood.

Our girls have an abundance of good, wholesome food, while the health of the institution is so uniformly good as to give no occasion for solicitude in this direction.

We have Sabbath school each Sunday morning, and religious services, conducted by some clergyman each Sunday afternoon.

The Catholic priest from the city visits the institution as often as once in two weeks, when all Catholic girls, and those who desire, are given the opportunity to see him.

The sisters also come out from the city the first Sunday morning of every month and meet the Catholic girls, and hold services with them.

Occasionally short visits from parents and friends of the girls are allowed and approved by the officers, and at which times we are glad to give the fullest information possible as to the work of the school, and as to the conduct and prospects of the girls visited.

There are no provisions, however, at the school for either the lodging or boarding of visitors. Girls are not allowed to receive visits from their friends within three months from the time of entering the school, and not oftener than once in two months afterwards.

Girls are not allowed to receive visits on *Sundays or holidays*.

We are happy to have our girls remembered occasionally by small presents that are not incompatible with the proper management of the institution. Express charges must always be paid in advance. Girls are not allowed, however, to importune their friends for money or presents of any kind.

Do not send money in boxes or baskets with other things. There is great danger that it will be lost, and we cannot hold ourselves responsible for money sent in this way. Any communication with reference to the release of girls must be addressed to the superintendent or to the Board of Guardians, and in no case to the girls. Letters to the girls containing allusions to their release will not be delivered to them. It will always give us pleasure to answer any questions you may desire to ask with reference to our institution, or any of its inmates.

Very respectfully,

.....Superintendent.

SECTIONS OF ACTS WHICH RELATE TO THE INDUSTRIAL HOME.

STATE INSTITUTIONS AND REGULATIONS RELATING THERETO.

[Howell's Annotated Statutes, page 186.]

SECTION 1. *The People of the State of Michigan enact,* That all educational, charitable, reformatory, and penal institutions, supported wholly or in part by the State, shall be known as State institutions.

SEC. 2. The board of each State institution shall, by the first day of November preceding the regular sessions of the legislature, make out and present to the Governor a detailed statement of the operations of the institution for the two fiscal years closing on the thirteenth day of the preceding September, which shall include the report of the superintendent, warden, or other proper chief officer, for the same period, and a report of the treasurer of all receipts and disbursements made during the same period, which report shall be furnished the State printer for publication by the first day of November of the year when made. That such reports shall show at the time of making the same, in detail, the number and names of the various professors, superintendents, officials, and all other regular employes, and the wages or salary paid to each, and what, if any, other emoluments are allowed and to whom. The boards of each State institution, which is essentially educational in character, shall also annually, before the first day of November, make out and present to the superintendent of public instruction a manuscript report showing:

First, The condition of the educational interests of the institution;

Second. The number and names of the various professors, tutors, and instructors;

Third, The number of students or pupils in the several departments, and in the different classes;

Fourth, The courses of study pursued, and the books of instruction used;

Fifth, Such other information and suggestions as said board may deem important, or the Superintendent of Public Instruction may request to embody in his annual report.

SEC. 3. That the board of each State institution shall cause a full and accurate inventory, in duplicate, to be taken at the close of its fiscal year next preceding the regular biennial session of the legislature, by the officer in charge, which shall specify the number of acres of land and the value thereof, the number, kind and value of buildings, the various kinds of personal property and the value thereof, which inventory shall be signed by the officer making the same, and certified as correct by the board for which it is made; one copy of which shall be made in a proper record book to be kept for that purpose in the institution, and the other shall be filed in the office of Secretary of State by the first day of November of the year when made. Any board of any State institution may in its discretion cause such property to be appraised on oath, by two disinterested and competent appraisers, to be appointed for that purpose by the board, and a summary of each inventory made shall be published in the biennial report.

SEC. 4. Every educational, charitable, penal and reformatory institution shall, in proper books for that purpose, keep a regular account of all moneys received and disbursed, and the receipts from and expenditures for and on account of each department of business, or for the construction of buildings, or the improvement of the premises; and in those institutions where farming and gardening operations are carried on, the accounts shall be so kept as to show, as near as practicable, the cost of carrying on the farm and garden, and the quantity and value of the productions of the same, with the

cost of live stock raised or fattened for the use of the institution, and the quantity and value thereof, and where manufacturing operations are carried on, the cost and result of each separate branch of manufacture, and the quality and value of all manufactured articles sold or used in the institution, so as to clearly exhibit the receipts and expenditures in each department of business carried on in the institution, and the cost of educating and maintaining each student or inmate therein. That the accounts of receipts and disbursements in all State institutions shall conform as near as may be practicable to a uniform system, and to accomplish this result the Auditor General is authorized to prescribe such a system of accounts as he shall deem proper for said institutions, which shall secure as near as may be such uniformity.

SEC. 5. The accounts of members of boards of State institutions for official expenses and services, or either where allowed by law, shall first be certified to be correct by the board to which the member belongs, and then shall be audited by the Board of State Auditors and paid from the general fund.

SEC. 6. The boards of State institutions shall, in their biennial reports, recommend what amounts in their opinion are needed for the next two years for ordinary current expenses and for special purposes by the institution so reporting, with the reasons for such recommendations. That the boards of charitable, penal and reformatory institutions, before determining on such proposed recommendations, shall submit the same in writing to the Board of Corrections and Charities for its opinion thereon, which last named board shall visit such State institution in the month of July, August or September of the year when such report is made and investigate the condition and needs of the same, consider the proposed appropriations, and shall make a speedy report in writing to the board of the institution examined, giving its opinion of the proposed appropriations, and the board of such institution shall in its biennial report show to what extent, in the opinion of the said Board of Corrections and Charities, such appropriations should be made.

SEC. 7. That before the board of any charitable, penal or reformatory institution shall determine on the plan of any building for school purposes, living rooms, work rooms, or sleeping rooms for inmates, or on any system of sewerage, ventilation, or heating, which has been authorized by the Legislature to be constructed, such plans shall be submitted to the Board of Corrections and Charities, and the State Board of Health, for examination and opinion thereon; and the board so submitting such plans shall in its biennial report show to what extent they were approved by the boards so examining them. That it shall be the duty of said State boards to visit said penal, charitable and reformatory institutions, when necessary to make the examinations herein required, and their official expenses necessarily incurred shall be audited by the State auditors and paid from the general fund.

SEC. 8. That the boards of the Michigan institutions for educating the deaf and the dumb, the Reform School, the Michigan Reform School for Girls [State Industrial Home for Girls], the State Public School, the State board of education, and the Michigan School for the Blind, are hereby severally authorized to draw from the general fund of the State treasury, in the months of January, February and March, in the years in which the regular sessions of the Legislature are held, such amount of money as shall be made to appear to the Auditor General to be necessary to meet the current expenses of the institution for which the money is asked during said months, which amount drawn shall not exceed one-fourth the amount appropriated for current expenses for such institution for the year preceding said regular session of the Legislature. That the amounts so drawn shall be considered as an advance to the institution drawing the money on any appropriation made by the Legislature at its regular session for the year in which the appropriation is made, and shall be deducted therefrom and transferred to the general fund.

SEC. 9. [This section repeals all former acts that conflict with the provisions of this act, with the following proviso:]

Provided, That nothing in this act shall be construed as amending or repealing any acts or parts of acts, providing for financial reports by any of said State institutions to the Auditor General, Board of State Auditors, or to any other State officer, as now provided by law.

**STATE AGENCY FOR THE CARE OF JUVENILE OFFENDERS AS
AMENDED, ACT 198, 1885.**

SEC. 2. Whenever a complaint is made or pending against any boy under the age of sixteen years, or girl under the age of seventeen years, for the commission of any offense not punishable by law with imprisonment for life, before any court or magistrate having competent jurisdiction thereof, it shall be the duty of such court or magistrate at once and before any further proceedings are had in the case, to give notice in writing of the pendency to said agent, if there shall be one in said county, who shall have opportunity allowed him to investigate the charge or charges; and upon receiving such notice, the agent shall immediately proceed to inquire into and make a full examination of the parentage and surroundings of the child and of all the facts and circumstances of the case, and report the same to the court or magistrate, who shall advise and counsel with the said agent; and if upon such consultation, after full investigation and proof of the offense charged, it shall appear to the court that the public interest and the interest of such child will be best subserved thereby, he may make an order for the return of such child to his or her parents, guardian or friends; or he may authorize said agent, under the advice and approval of the judge of probate of the county to take such child and bind him or her out to some suitable person until he or she shall have attained the age of twenty-one years, or for any less time, or impose a fine or to suspend sentence for a definite or indefinite period; or if the child is found guilty of the offense charged and appears to be wilfully wayward and unmanageable the court may cause him or her to be sent to the Reform School, Industrial Home for Girls, or to any State penal or reformatory institution authorized by law to receive such boy or girl, subject to such conditions of sex and age as are now provided by law for the reception of children in said school or institution, and in such cases the report of the agent shall be attached to the mittimus, and the child may be placed in charge of the agent to be conveyed under his direction to the institution, and for such services the same fees shall be allowed as are paid to sheriffs in like cases.

SEC. 3. Said agent shall visit all children resident in the county for which he is appointed, which shall have been indentured to any person therein by any State institution whenever he shall be so requested to do by the superintendent of the institution which placed said children in said county, and shall inquire into the management, condition and treatment of such children, and for that purpose may have private interviews with such children, at any time; and if it shall come to the knowledge of such agent when making such visits, or at any other time, that any child thus placed in charge of any person as aforesaid, is neglected, abused or improperly treated, by the person having such child in charge, or that such person is unfit to have the care thereof, he shall report the facts to the superintendent of the State institution by which the child was so indentured, and the board of such institution or the superintendent thereof, who may be so authorized to do by said board on being satisfied that the interest of the child requires it, shall cancel the indenture by which the child was placed in the family, and shall remove it to some other family home or directly to the State institution from which it was indentured.

All indentures by which any child shall be placed in a home from any State institution shall reserve the right in the board making the indenture to cancel the same whenever, in the opinion of that board, the interests of the child require it.

Whenever any indenture is canceled as herein provided, or whenever any child indentured from any State institution has been adopted, notice thereof shall be given to said agent of the county where the child was indentured by the superintendent of the State institution from which the child was indentured or adopted.

SEC. 4. No child shall be indentured, adopted, or otherwise placed in charge of any person by any State institution during minority, or for any other period, unless the applicant for any child shall be first approved in writing by said agent for the county where the applicant resides, or by the State agent of the State institution to which the child belongs, in such form as may be prescribed by the board of such State institution. Such approval shall be filed with the superintendent of the State institution to which the application is made before the child shall be indentured or adopted.

SEC. 5. It shall be the duty of said agents, in their respective counties, to seek out suitable persons who are willing to take by indenture or adoption, and take charge of, educate and maintain children arrested for offenses, committed to any State institution, or abandoned, neglected, or dependent children in charge of any State institution, or its officers, and to give notice where such children may be so placed to the board, officers or superintendent having authority to dispose of such children by indenture or

adoption. And said agents shall make regular or special reports of their doings under this act, to the superintendent of any State institution when so requested by him, in reference to applications for, or visiting any child belonging to the State institution of which he has charge. Said agents shall also report as aforesaid their doings under this act to the State Board of Corrections and Charities whenever so requested by said board.

SEC. 6. It shall be the duty of the superintendent of the Reform School, and the principal officers of any State institution for the care or reformation of juvenile offenders now or hereafter to be established, upon the discharge of any boy or girl received therein, forthwith to notify the agent of the Board of Corrections and Charities, residing in the county from which such child was sent, of such discharge, or if the boy or girl so discharged shall return to such county, the agent shall, as far as possible, assist him or her in procuring suitable employment and a good home free from immoral and evil influences.

Said agent shall also keep a brief history of each child in his county discharged as aforesaid in a manner and form to be prescribed by the board of which he is agent, and report the same from time to time to said board as it may require, to the end that the effect of the treatment and discipline of the several institutions of the State for the care and reformation of juvenile delinquents, upon their discharge therefrom, may be better known and understood.

[Act 108, Session Laws of 1885.]

AN ACT to provide for the compulsory reformatory education of juvenile disorderly persons.

SECTION 3. The following classes of persons between the ages of eight and sixteen years shall be deemed juvenile disorderly persons, and shall be subject to the provisions of this act.

Class one. Habitual truants from any school in which they are enrolled as pupils.

Class two. Children who, while attending any public school, are incorrigibly turbulent, disobedient or insubordinate, or are vicious or immoral in conduct.

Class three. Children who are not attending any school and who habitually frequent streets and other public places having no lawful business, employment or occupation which renders attendance at school impossible.

SEC. 4. It shall be the duty of the truant officers, under the direction of the aforesaid school authorities, or their authorized agents, to warn alleged truants and incorrigibles, and their parents or guardians of the consequence of belonging to any of said classes of juvenile disorderly persons, as set forth and defined in this act. They shall also, under direction as aforesaid, serve written or printed notice upon the parent or guardian of any child belonging to class one or class two, as described and defined in section three of this act, and said child must begin regular attendance at the ungraded school within five days of the date of the service of such notice.

SEC. 5. They shall also, under direction as aforesaid, give written or printed notice to the parent or guardian of any child belonging to class three as described and defined in section three of this act, that said child is not attending any school, and require said parent or guardian to cause said child to begin regular attendance at the ungraded school within five days of the date of the service of said notice.

SEC. 6. If said parent or guardian, or other person having the legal charge and control of said child shall wilfully refuse, fail or neglect to cause said child to attend said ungraded school, after notice given as prescribed in sections four and five of this act, it shall be the duty of said officer to make or cause to be made a complaint against said parent, guardian, or other person having the legal charge and control of said child, before a justice of the peace in the city or village where the party resides, except in cities having a recorder's or police court, when complaint shall be made in said recorder's or police court for such refusal or neglect, and said justice of the peace, police judge or recorder's court shall issue a warrant upon said complaint and shall proceed to hear and determine the same, and upon conviction thereof, said parent, guardian, or other person, as the case may be, shall be punished by a fine not less than ten dollars, nor more than twenty-five dollars, or the court may in its discretion require the person so convicted to give a bond in the penal sum of one hundred dollars with one or more sureties to be approved by said court conditioned that said persons so convicted shall cause the child or children under his legal charge or control to attend at the ungraded school within five days thereafter, and to remain at said school during the full school term of twenty school weeks, dating from time of beginning of said attendance: *Provided*, That if said parent or guardian, or other person in charge of said child shall

under oath plead inability to cause said child to attend said ungraded school, then said parent or guardian, or other person shall be discharged, and said justice of the peace or court shall, upon complaint of said truant officer, or other person, that said child is a juvenile disorderly person, as described in section three of this act, issue a warrant and proceed to hear such complaint, and if said justice of the peace or court shall determine that said child is a juvenile disorderly person within the meaning of this act, then said justice of the peace or court shall thereupon, and after consultation with the county agent, sentence said child, if a boy, to the Reform School at Lansing, or if a girl, to the Industrial Home for Girls at Adrian, as the case may be, for one year or for a longer term, not extending beyond the time when such child shall arrive at the age of sixteen years, unless sooner discharged by the board of control of said Reform School, or Industrial Home for Girls: *Provided, however,* That such sentence may be suspended in the discretion of the said justice of the peace, police judge, or judge of the recorder's court, for such time as said child shall regularly attend school, and properly deport himself or herself: *It is further provided,* That if for any cause the parent or guardian, or other person having charge of any juvenile disorderly person as defined in this act, shall fail, after notice as heretofore prescribed in this act, to cause such juvenile disorderly person to attend said ungraded school, or if such parent, guardian or other person shall make the complaint as provided in this act without proceedings having been taken against him as in this act provided, or if said juvenile disorderly person has no parent or guardian, then complaint against such juvenile disorderly person may be made, heard, tried and determined in the same manner as is provided for in case the parent pleads inability to cause said juvenile disorderly person to attend said ungraded school: *And it is further provided,* That no child under the age of ten years shall be sent to the Reform School, or the Industrial Home for Girls.

[Act 257, Session Laws of 1887.]

AN ACT to provide for the compulsory reformatory education of juvenile disorderly persons.

SECTION 10. From and after the time said institution shall be prepared for the reception of inmates, every girl over the age of ten years and under the age of seventeen years, who shall be convicted before any court or magistrate of competent jurisdiction, of being a disorderly person, or of any offense not punishable by imprisonment for life, shall (except in cases deemed incorrigible) be sentenced to said Industrial Home until she shall reach the age of twenty-one years, if such court or magistrate shall deem the girl so convicted a fit subject to be committed to said Industrial Home. The board of control shall have authority to make rules reducing the term for which such girl shall have been sentenced, as a reward for good conduct. It shall be the duty of all courts and magistrates sentencing girls to said home, to certify to the keeper of said Home the age of the person so committed as nearly as can be ascertained by testimony taken under oath before such court or magistrate, or in such manner as the court or magistrate shall direct.

[Act No. 222.]

AN ACT to prevent crime and punish truancy.

SECTION 1. *The People of the State of Michigan enact,* That any girl between the ages of ten and seventeen years, or boy between the ages of ten and sixteen years, who shall run away or wilfully absent himself or herself from the school he or she is attending, or from any house, office, shop, farm or other place where such person is legitimately employed to labor, or shall frequent saloons, or other places where intoxicating liquors are kept for sale, or shall be found lounging around the same, or shall be found lounging upon the public streets or other public places of any city or village, against the command of his or her parent or guardian, or shall, without the permission of his or her parent or guardian, attend any public dance, skating rink or show, shall be deemed to be a truant and disorderly person.

SEC. 2. Upon complaint upon oath and in writing made before any justice of the peace, by the parent or guardian of any girl between the ages of ten and seventeen years, or of any boy between ten and sixteen years of age, or by the supervisor of any township, or the mayor of any city, or president of any village, and in cities of over eight thousand population by the chief of police, that any such minor has been guilty of any of the acts specified in section one of this act, such justice shall issue his war-

rant for the arrest of such minor, and, upon conviction, such minor, if a boy, may be sentenced by such justice to the Reform School for Boys at Lansing, and if a girl to the Industrial Home for Girls at Adrian; boys until seventeen years of age and girls until twenty-one years of age, unless sooner discharged according to law: *Provided*, That no person or persons shall be sent to said Reform School for Boys or the Industrial Home for Girls until the sentence therein has been submitted to and approved by the circuit judge of the circuit, or the judge of probate of the county in which such conviction shall be had.

SEC. 3. The same proceedings shall be had upon the trial of any person charged with being guilty of any of the offenses mentioned in section one of this act before the justice before whom such person is brought as are had in trials for mi-demeanor, as far as the same are applicable, and the State agent for the care of juvenile offenders of the county wherein such offenders may be on trial shall have authority and take the same action in the premises as is provided by act number one hundred and seventy-one of the session laws of eighteen hundred and seventy-three of this State.

[Act No. 117, Public Acts of 1893.]

AN ACT to provide for the control and management of the Industrial Home for Girls, and to repeal all acts and parts of acts in conflict with the provisions of this act.

SECTION 1. *The People of the State of Michigan enact*, That the institution known as "the Industrial Home for Girls," located at Adrian, shall be, from and after the passage of this act, placed under the sole and exclusive management and control of a board of three persons, at least one of whom shall be a woman. Such board shall be appointed by the Governor, by and with the advice and consent of the Senate, and the first members shall hold office as follows: One for two years, one for four years and one for six years, as designated by the Governor at time of appointment, and on the expiration of their respective terms their successors shall each be appointed for six years. The members of said board shall constitute a body corporate under the name and style of "Guardians of the Industrial Home for Girls," with the right of making a corporate seal, suing and being sued, and exercising all the functions and duties necessary to the complete management and control of said Home for Girls, and the performance of all other duties required by the laws of this State.

SEC. 2. As soon as the members of said board are appointed they shall each take the constitutional oath of office, and file the same with the Secretary of State. They shall meet on the call of the Governor and organize by electing one of their number president of the board, and shall also elect a secretary and treasurer who may or may not be a member of said board. The secretary and treasurer shall each take the constitutional oath of office and give bonds in such sum as the board may require, not less than five thousand dollars each, with at least two sureties to be approved by the board, which oath and bond shall be filed in the office of the Secretary of State. It shall be the duty of the said board to meet at such Industrial Home for Girls at least once in each month, and as much oftener as they may deem necessary. Said board shall make reports of the condition of such institution at any time the Governor may require, and shall also make a full report of all the affairs of said institution, biennially, on or before the first day of November of each year preceding the regular session of the Legislature, made up to and including the thirtieth day of June of such year, to the Governor, to be by him laid before the Legislature, and in addition to the said report shall include such reports, inventories and suggestions as the superintendent, physician and other officers may also make to said board.

SEC. 3. When fully organized, the said board of guardians of the Industrial Home for Girls shall assume the full charge, control and management of such institution, and it shall be the duty of the State Board of Inspectors now having the control and management to release, relinquish, turn over, deliver and account for all the property of every description, in, of and belonging to said Industrial Home for Girls, to such new board, and thenceforward said new board of guardians of the Industrial Home for Girls shall have full management and control of said institution, with power to make, alter and amend rules for governing said institution, to appoint a superintendent, assistant, physician, and all such other agents, officers, teachers and persons as may be necessary. They shall enforce discipline and make all such general rules and regulations as may be necessary to carry out the objects and purposes of the institution, and execute the laws relative thereto.

SEC. 4. The members of said board shall receive no compensation whatever for their services, except their actual and reasonable expenses incurred in the performance of

their official duties, to be verified by oath, shall be paid by the State Treasurer on the warrant of the Auditor General, out of money in the State treasury not otherwise appropriated. They shall not be interested directly or indirectly in any contract for supplying said institution, nor draw any money except as herein provided. The Governor shall have power to remove any member of said board for cause, and in case of vacancy, from removal or other reason, shall have power to fill such vacancy by appointment, to serve until the next meeting of the Legislature.

SEC. 5. So much of act number one hundred and forty of the session laws, public acts of eighteen hundred ninety-one, entitled "An act to provide for a State Board of Inspectors who shall perform the duties now performed by the advisory board in the matter of pardons, and who shall have the complete management and control of the State Prison at Jackson, the State House of Correction and Reformatory and the Michigan Asylum for Insane Criminals at Ionia, the branch of the State Prison at Marquette, the Reform School for Boys at Lansing, and the Industrial School for Girls at Adrian, and to abolish all existing boards, and to annul all existing appointments," and all other acts or parts of acts that may conflict with the provisions of this act, for the control and management of the Industrial Home for Girls, be and the same is hereby repealed.

This act is ordered to take immediate effect.

Approved May 26, 1893.

[Act No. 62, Public Acts, 1893.]

AN ACT to amend section thirteen of act number one hundred and thirty-three of the session laws of one thousand eight hundred and seventy-nine as amended, being "An act to establish an institution under the name and style of the Michigan Reform School for Girls, being section nine thousand eight hundred and thirty-nine of Howell's Annotated Statutes, and to add two new sections to said act to be numbered twenty-one and twenty-two, for the protection of inmates and subjects of said institution."

SECTION 1. *The People of the State of Michigan enact*, That section thirteen of act number one hundred and thirty-three of the session laws of one thousand eight hundred and seventy-nine as amended, being section nine thousand eight hundred and thirty-nine of Howell's Annotated Statutes, be and the same is hereby amended and that two new sections numbered twenty-one and twenty-two be added to said act so as to read as follows:

SEC. 13. It shall be lawful for the board of control, whenever in their discretion they deem any inmate of said institution to have been so far reformed as to justify her discharge, to liberate such inmate, or to bind her by articles of indenture to any suitable person who will engage to educate said girl, and to instruct her in household work or in some proper art or trade, or said board may return any such girl to her parents or other guardians, when they shall have become bound to said board with sufficient sureties for her good behavior and care, or said board may place any such girl in the care of any resident of this State who is the head of a family and of good moral character, but on such terms and conditions as the board may prescribe. Said board of control shall be authorized when in their judgment it may be deemed proper or expedient to grant girls leave of absence in writing, with such conditions therein expressed as to them may be deemed proper, either for a limited period or during good behavior. And in case of misconduct of said girl, or for any reasons deemed satisfactory to the board, they may reclaim said girl and return her to the home and there retain her during the balance or any remaining portion of the time for which she was originally sentenced to said home, and without other trial, commitment or process of law. Any girl so granted leave of absence shall not be entitled to any hearing or trial before being returned to the institution, but shall continue to be an inmate of said Industrial Home, and subject to its control while thus out on parole the same as though she were confined within the institution.

SEC. 21. Any person who shall aid or assist any girl who is an inmate of the State Industrial Home for Girls to escape therefrom, or who shall aid or assist any girl who has been committed to said institution and who is a subject thereof, to escape from any other home or other place where she has been placed by the officers of the said Industrial Home, or shall aid and assist any such girl to leave this State, shall be punished by imprisonment in the State Prison, or the State House of Correction and Reformatory, for a term of not to exceed two years, or in the county jail for a term not to exceed one year, or by a fine not exceeding five hundred dollars, or by both such fine and imprisonment in the discretion of the court.

SEC. 22. The board of control shall have the authority to designate some officer, teacher or other employé of said Industrial Home for Girls to be the agent thereof, who shall be known as the agent for the State Industrial Home for Girls, and shall act in that capacity during the pleasure of the board. The duty of the agent shall be prescribed by the board, and shall include the placing and return of wards of the said home, who may be paroled, indentured, contracted or otherwise placed in families, and the visitation of wards who may be out in homes or upon [parole] parol at such time as the board may direct, and shall report to the said board from time to time the condition of the wards so placed, visited or returned, as the case may be. It shall also be the duty of said agent, whenever required by the board, to investigate applications for girls from the said Industrial Home, and to find suitable places for them. The necessary traveling expenses of said agent and of girls conveyed, after being examined and certified to as correct by said board of control, shall be audited by the Board of State Auditors, and shall be paid from the general fund.

This act is ordered to take immediate effect.

Approved May 10, 1893.

DISSECTION IN CERTAIN CASES.

[Howell's Annotated Statutes, p. 2284.]

SECTION 1. *The People of the State of Michigan enact,* That any member of either of the following boards, and any of the following named officers or persons, to wit: The board of health of any city, village or township, the common council of any city, the board of trustees of any village, the mayor of any city, president of any village, any board or officer having the direction, management, charge or control, in whole or in part, of any prison, house of correction, work house, jail or lockup, county superintendents of the poor, keepers of poor houses and almshouses, any physician or other person in charge of any poor house or almshouse, sheriff, coroners, the board of State commissioners, the board of trustees, board of control, and all officers, physicians and persons in charge, in whole or in part, of any institution for deaf and dumb, blind, and insane or other charitable institution founded or supported in whole or in part, at public expense, having in his or their possession or control the dead body of any person not claimed by any relative, or legal representative, as hereinafter provided, and which may be required to be buried at public expense, or the expense of any one of such public or charitable institutions, shall deliver such dead body or bodies, within thirty-six hours after death, or after he or they shall become possessed thereof, to the express or railway company at the nearest railway station, placed in a plain coffin, and inclosed in a strong box, securely fastened and plainly directed to the "Demonstrator of Anatomy of the University of Michigan, Ann Arbor, Michigan," excepting only the dead bodies of such persons as shall have died from some infectious disease. And such boards, common councils, officers or other persons making such shipment shall take the usual shipping receipt for such package, and shall notify the consignee of such shipment by letter mailed on the day the package is so delivered as aforesaid; and shall also enclose in such letter a statement, giving, as nearly as can be ascertained, the name, age, residence and cause of death of such deceased person, and the name and postoffice address of the known relatives of such deceased person, whose body has been shipped as aforesaid; and also a statement of the costs and expenses which have been incurred in the procuring of the coffin, box, preparation of body for shipment, and shipping the same. And upon receipt of such consignment, the said demonstrator of anatomy of the University of Michigan shall immediately forward to such officers, board, council or institution, or persons making such shipment, or incurring such expenses, the amount thereof not exceeding in any case the sum of fifteen dollars: *Provided,* Such dead body shall not be so shipped or delivered as aforesaid if it shall be requested in good faith for interment by any relative before the same shall be shipped as aforesaid, and in case the dead body of any person so delivered or shipped as aforesaid be subsequently claimed or demanded of said demonstrator of anatomy, or of any other person or institution, into whose possession or under whose control it may have been placed by virtue of the provisions of this law, by any relative or legal representative of such deceased person, for private interment, it shall be given up to such claimant even after the same shall be interred as hereinafter provided. Such bodies shall be used only for the purposes, hereinafter mentioned, and shall then, in all cases, be interred in some suitable

place, kept for that purpose, and a correct record shall be kept of every such body; and all matters by which such body may be identified coming to the knowledge of the person or officer at any time in charge of such bodies, shall be faithfully recorded at length in a book to be kept for such purpose, to the end that the same may be at any time traced and recovered by the friends and relatives of such deceased person: *And provided further*, That the institution, board, council, officer or person aforesaid, in charge of any such body as aforesaid shall, immediately after the death of such person, notify, if possible, by telegraph, or otherwise by letter, of one or more of the nearest known relatives of such deceased person of the death of such person, and in no case shall the body of any such deceased person be delivered or shipped as aforesaid until after the expiration of twenty-four hours from death; and every individual officer or party violating any of the provisions of this section shall be deemed guilty of a misdemeanor.

INDUSTRIAL HOME FOR GIRLS—WHO TO BE ADMITTED.

[Sections 10, 11 and 14, Act 183, Laws 1879, as amended by the several acts amendatory thereof, as amended by Act 102, Laws of 1895.]

SECTION 10. From and after the time said institution shall be prepared for the reception of inmates, every girl over the age of ten years and under the age of seventeen years, who shall be convicted before any court or magistrate of competent jurisdiction of being a disorderly person, or of any offense not punishable by imprisonment for life, shall, except in cases deemed incorrigible, be sentenced to said Industrial Home until she shall reach the age of twenty-one years, if such court or magistrate shall deem the girl so convicted a fit subject to be committed to said Industrial Home. The Board of Control shall have authority to make rules reducing the term for which such girls shall have been sentenced, as a reward for good conduct. It shall be the duty of all courts and magistrates sentencing girls to said home, to certify to the keeper of said home, the age of the person so committed, as nearly as can be ascertained by testimony taken under oath before such court or magistrate, or in such manner as the court or magistrate shall direct: *Provided*, That girls who are under this act sentenced to the State Industrial Home for Girls at Adrian, Michigan, shall be subjected to a careful examination by a regularly authorized and competent physician, who shall under oath certify as to her mental and physical condition; and if on such examination it shall be found that said girl is afflicted with any venereal, contagious, or infectious disease, chronic epilepsy, imbecility, or is pregnant, or any other cause or defect which would make her a menace to those already in the State Industrial Home for Girls, or if said certificate should show that according to the judgment and belief of said certifying physician, said girl has been exposed to small-pox, diphtheria, scarlet fever, or typhoid fever, within the fourteen days next preceding the date of said examination, then, in that case, said girl shall be delivered by the court pronouncing sentence to the superintendents of the county in which said trial is held. And it shall be the duty of said superintendents of the poor to provide for the care and medical treatment of said girl in the county house, or elsewhere, as in their judgment seems best, until the examining physician, or another acting in his stead, certifies that the obstacles to her entering the said Industrial Home for girls are removed. The sentence of said court shall then be executed as though no delay, or cause of delay had intervened. The fee for such examination shall be, not to exceed five dollars in the case of each girl examined, and a bill for that amount shall be audited and allowed by the board of supervisors of the county in which said trial is held.

SEC. 11. Before any sentence made by a police court, or a justice of the peace under this act shall be executed, it shall be approved by the circuit or probate judge of the county, and his approval indorsed on the warrant of commitment, and if such sentence shall be disapproved, the police court or justice of the peace shall have power to pronounce the ordinary sentence prescribed by law.

SEC. 14. Any girl who may be found incorrigible, or an improper subject for admission to said institution, may be returned by the board to the court or magistrate by whom said girl was committed, or his successor in office, and thereupon such court or magistrate shall have power to pass such sentence as would have been legal in the first instance if said girl had not been sent to said school.

AIDING THE ESCAPE, OR MARRYING GIRLS, SUBJECTS OF INDUSTRIAL HOME, PROHIBITED.

[Sections 21, Act 62, Laws 1898, as amended by Section 20, Act 156, Laws of 1895.]

SEC. 21. Any person who shall aid or assist any girl who is an inmate of the State Industrial Home for Girls to escape therefrom, or who shall aid or assist any girl who has been committed to said institution, and who is a subject thereof, to escape from any other home or other place where she has been placed by the officers of said Industrial Home, or shall aid or assist any such girl to leave this State, or shall marry any such girl, knowing her to be an inmate or a subject of such Industrial Home, without the consent of the Board of Control of such Industrial Home, shall be punished by imprisonment in the State prison, or State House of Correction and Reformatory, for a term of not to exceed two years, or in the county jail for a term not to exceed one year, or by a fine not exceeding five hundred dollars, or by both fine and imprisonment, in the discretion of the court.

COURTS TO EXCLUDE SPECTATORS IN CERTAIN CASES.

[Act No. 128, Laws of 1895.]

SECTION 1. *The People of the State of Michigan enact*, That on the preliminary examination of every person charged with the offense of rape, assault with the intent to commit rape, seduction, adultery, bastardy, or other offense against chastity, morality or decency, it shall be in the discretion of the examining magistrate to exclude from the place where such examination is held any or all persons, not officers of the court, or persons by law required to be in attendance.

COMPULSORY EDUCATION AND PUNISHMENT FOR TRUANCY.

[No. 95, Session Laws, 1895.]

AN ACT to provide for the compulsory education of children, for the punishment of truancy, and to repeal all acts or parts of acts conflicting with the provisions of the same.

SECTION 1. *The People of the State of Michigan enact*, That every parent, guardian or other person in the State of Michigan, having control and charge of any child or children between the ages of eight and fourteen years and in cities between the ages of seven and sixteen years, shall be required to send such child or children to the public school for a period of at least four months in each school year, except that in cities having a duly constituted police force, the attendance at school shall not be limited to four months, beginning on the first Monday of the first term commencing in his or her district after September first, eighteen hundred and ninety-five, and of each year thereafter. Such attendance shall be consecutive and each and every pupil between the ages specified shall have attended school the entire four months previous to the thirtieth of June in each school year: *Provided*, If it be shown that such child or children are being taught in a private school in such branches as are usually taught in the public schools, or have already acquired the ordinary branches of learning taught in public schools, or if the person or persons in parental relation to such child or children present a written statement that such child or children are physically unable to attend school, the truant officer or district board may employ a reputable physician to examine such child or children, and if such physician shall certify that such child or children are physically unable to attend school, such child or children shall be exempt from the provisions of this act: *And provided further*, In case a public school shall not be taught for four months during the time specified, within two miles by the nearest traveled road, of the residence of any person within the school district, he or she shall not be liable to the provisions of this act.

Sec. 2. The district board or board of education in each school district of this State, which has been organized as a graded school district, or as a township district, according to the laws of the State, shall, at its first meeting, after this law goes into effect, and previous to the tenth day of September of each year, appoint a truant officer for the term of one year from and after the first Monday of September of each year. In townships whose districts have been organized under the primary school law, the chairman of the township board of school inspectors shall be truant officer, and shall perform all the duties of truant officer, as provided for in this act, so far as the provisions of this law applies to the territory over which he has jurisdiction: *Provided*, That in cities having a duly organized police force, it shall be the duty of the police authority, at the request of the school authorities, to detail one or more members of said force to perform the duties of truant officer. The compensation of the truant officer shall be fixed in graded school districts by the board which appoints, and in townships by the township board, and in no case shall such compensation be less than one dollar and fifty cents per day for time actually employed under the direction of the school board in performance of his official duties. The compensation of truant officer shall be allowed and paid in the same manner as incidental expenses are paid by such boards.

Sec. 3. It shall be the duty of the truant officer to investigate all cases of truancy or non-attendance at school and render all services within his power to compel children to attend school, and when informed of continued non-attendance by any teacher or resident of the school district, he shall immediately notify the persons having control of such children that, on the following Monday, such children shall present themselves with the necessary text books for instruction in the proper school or schools of the district. The notice shall inform said parent or guardian that attendance at school must be consecutive at least eight half days of each week until the end of that term, except in cities having a duly constructed police force, attendance in school shall be continuous. In case any parent, guardian or other person shall fail to comply with the provisions of this act, he shall be deemed guilty of a misdemeanor and shall, on conviction, be liable to a fine of not less than five dollars, nor more than fifty dollars, or by imprisonment in the county or city jail for not less than two nor more than ninety days, or by both such fine and imprisonment in the discretion of the court.

Sec. 4. In all city school districts in this State having a school census of five hundred or more pupils, the school board or officers having in charge the schools of such districts, may establish one or more ungraded schools for the instruction of certain children, as defined and set forth in the following section. They may, through their truant officer and superintendent of schools, require such children to attend said ungraded schools, or any department of their graded schools, as said board of education may direct.

Sec. 5. The following classes of persons between the ages of eight and fourteen years, and in cities between the ages of seven and sixteen years, shall be deemed juvenile disorderly persons, and shall, in the judgment of the proper school authorities, be assigned to the ungraded school or schools as provided in section four of this act: Class one—habitual truants from any school in which they are enrolled as pupils; class two, children who, while attending any school, are incorrigibly turbulent, disobedient or insubordinate or are vicious or immoral in conduct; class three—children who are not attending any school and who habitually frequent streets and other public places, having no lawful business employment or occupation.

Sec. 6. It shall be the duty of the truant officer, in case of a violation of this law within one week after having given the notice to the parent or guardians as specified in section three, to make a complaint against said parent, guardian or other person having the legal charge and control of such child, before a justice of the peace in the city, village or township where the party resides, except in cities having recorder's or police court, for such refusal or neglect; and said justice of the peace, police judge, or recorder's court shall issue a warrant upon said complaint and shall proceed to hear and determine the same, and upon conviction thereof said parent, guardian or other person, as the case may be, shall be punished according to provisions of section three of this act. It shall be the duty of all school officers, superintendents or teachers, to render such assistance and furnish such information as they have at their command, to aid said truant officer in the fulfillment of his official duties.

Sec. 7. When, in the judgment of school boards of primary and township school districts or the superintendent of city schools and the truant officer, it becomes certain that all legal means have been exhausted in their attempts to compel the attendance at school of a juvenile disorderly person, the truant officer shall, in case the person in parental relation to the child neglects or refuses to do so, make a complaint against such juvenile disorderly person before a court of competent jurisdiction that said child is a

juvenile disorderly person as described in section five of this act. The justice of the peace or court shall issue a warrant and proceed to hear such complaint; and if said justice of the peace or court shall determine that said child is a juvenile disorderly person within the meaning of this act, then said justice of the peace or court shall thereupon, and after consultation with the county agent of Corrections and Charities, sentence such a child, if a boy, to the Industrial School for Boys, at Lansing, for a term not extending beyond the time when said child shall arrive at the age of seventeen years unless sooner discharged by the board of control of said Industrial School for Boys; or, if a girl, to the Industrial Home for Girls at Adrian for a term not extending beyond the time when said child shall arrive at the age of seventeen years, unless sooner discharged by the board of control of said Industrial Home for Girls: *Provided, however,* That such sentence shall, in case of the first offense, be suspended.

SEC. 8. All acts or parts of acts conflicting with the provisions of this act are hereby repealed.

TRUANT AND DISORDERLY CHILDREN.

[Session Laws 1887, Act 222, as amended by Act 183, Laws 1895.]

SECTION 1. *The People of the State of Michigan enact,* That every boy between the ages of ten and sixteen years, or any girl between the ages of ten and seventeen years, who shall frequent or be found lounging about saloons or other rooms or places where intoxicating liquors are kept for sale, or who shall, against the command of his or her parent or guardian, run away or wilfully absent himself or herself from the school he or she is attending, or from any house, office, shop, farm or other place where he or she is residing or legitimately employed to labor, or shall, against such command of his or her parent or guardian, or for any immoral, disorderly or dishonest purpose be found lounging upon any public street, highway or other public place, or shall, against such command or for any such immoral, disorderly or dishonest purpose attend any public dance, skating rink or show, shall be deemed to be a truant or disorderly person.

SEC. 2. Upon complaint upon oath and in writing made before any justice of the peace by the parent or guardian of any girl between the ages of ten and seventeen years, or of any boy between ten and sixteen years of age, or by the supervisor of any township, or the mayor of any city, or president of any village, and in cities of over eight thousand population, by the chief of police, that any such minor has been guilty of any of the acts specified in section one of this act, such justice shall issue his warrant for the arrest of such minor, and upon such conviction such minor, if a boy, may be sentenced by such justice to the Reform School for Boys at Lansing; and if a girl, to the State Industrial Home for Girls at Adrian; boys until seventeen years of age and girls until twenty-one years of age, unless sooner discharged according to law: *Provided,* That no person or persons shall be sent to said Reform School for Boys, or Industrial Home for Girls, until the sentence therein has been submitted to and approved by the circuit judge of the circuit or the judge of probate of the county in which such conviction shall be had.

SEC. 3. The same proceedings shall be had upon the trial of any person charged with being guilty of any of the offenses mentioned in section one of this act before the justice before whom such person is brought as are had in trials for misdemeanor, as far as the same are applicable, and the State agent for the care of juvenile offenders of the county wherein such offenders may be on trial shall have authority and take the same action in the premises as is provided by act number one hundred and seventy-one of the session laws of eighteen hundred and seventy-three, of this State.

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EIGHTH BIENNIAL REPORT
OF THE
BOARD OF CONTROL
OF THE
MICHIGAN SCHOOL FOR BLIND
FROM
JULY 1, 1894, TO JUNE 30, 1896

BY AUTHORITY

BOARD OF CONTROL.

T. W. CRISSEY, President,	-	-	-	-	-	-	MIDLAND.
F. S. WHEAT, Vice President and Secretary,	-	-	-	-	-	-	CARO.
G. W. BEMENT, Treasurer,	-	-	-	-	-	-	LANSING.

REGULAR MEETING.
Second Tuesday of Each Month.

ORDER OF BUSINESS.

1. Reading Minutes of previous meeting.
 2. Reading and Reference of Petitions and Communications.
 3. Reports and Suggestions from Superintendent.
 4. Executive Session.
 5. Reports of Standing Committees.
 6. Reports of Special Committees.
 7. Auditing Claims.
 8. Unfinished and Miscellaneous Business.
 9. Executive Session.
 10. Adjournment.
-

OFFICERS FOR 1896-7.

E. P. CHURCH,	-	-	-	-	SUPERINTENDENT AND STEWARD.
ANNA E. POTTER,	-	-	-	-	CLERK AND BOOKKEEPER.
MRS. ELIZA E. BUSH,	-	-	-	-	MATRON.
J. F. CAMPBELL, M. D.,	-	-	-	-	PHYSICIAN.
ELLEN M. TOWER,	-	-	-	-	NURSE.

TEACHERS.

Literary Department.

VERNON J. WILLEY, LOUIE M. CHURCH, EVA S. ANDREWS.

Musical Department.

AARON C. BLAKESLEE, Musical Director.
GRACE A. BROWN, Vocal Music.
MRS. M. A. MONROE, Assistant, Instrumental Music.

Handicraft.

MISS E. A. FOOTE, Girls' Work.
RHA CONKLIN, Broom Making.
KATE WRIGHT, Cooking.
MATTIE B. KILLAM, Hammock Netting, etc.

OFFICERS AND EMPLOYES.

Names.	Service.	Rate.	Term.	Residence.
E. P. Church.....	Superintendent.....	\$1,000 00	For 12 months.	Resident.
Mrs. Eliza E. Bush.....	Matron.....	800 00	" 12 "	"
Anna E. Potter.....	Clerk and bookkeeper.....	480 00	" 12 "	Non-resident.
Ellen M. Tower.....	Nurse.....	250 00	" 10 "	Resident.
Vernon J. Willey.....	Principal.....	400 00	" 10 "	"
Louie M. Church.....	First literary teacher.....	200 00	" 10 "	"
Eva S. Andrews.....	Kindergarten teacher.....	225 00	" 10 "	"
Aaron O. Blakeslee.....	Musical director.....	700 00	" 10 "	Non-resident.
Mrs. M. A. Monroe.....	Asst. teacher inst. music.....	300 00	" 10 "	Resident.
Grace A. Brown.....	Teacher of vocal music.....	300 00	" 10 "	"
Miss E. A. Foote.....	Teacher of sewing.....	300 00	" 10 "	"
Mattie B. Killam.....	Teacher hammock making, etc.	180 00	" 12 "	"
Rha Conklin.....	Teacher of broom making, etc	45 00	Per month.....	Non-resident.
Kate Wright.....	Teacher of cooking.....	200 00	For 10 months.	Resident.
Wm. Toolan.....	Engineer.....	50 00	Per month.....	"
Thos. H. Underhill.....	Fireman.....	35 00	" ".....	on-resident.
Denis Bergin.....	Watchman.....	35 00	" ".....	"
James Evans, Sr.....	Man-of-all-work.....	37 00	" ".....	"
Robert McNish.....	Gardener.....	1 25	" day.....	"
Frank Taylor.....	Teamster.....	17 00	" month.....	Resident.
James Evans, Jr.....	Farm laborer.....	10 00	" ".....	"
Pauline Guller.....	Visitor's attendant.....	3 00	" week.....	"
Edith Thompson.....	Seamstress.....	2 50	" ".....	"
Mrs. Maggie Toolan.....	Cook.....	6 00	" ".....	"
Mrs. M. Thompson.....	Assistant cook.....	3 00	" ".....	"
Mrs. Mary Maler.....	Baker.....	3 00	" ".....	"
Amelia Krants.....	Dining-room girl.....	2 50	" ".....	"
Ida Bennett.....	" ".....	2 50	" ".....	"
Margaret Stoll.....	" ".....	2 50	" ".....	"
Lizzie McMahan.....	Chambermaid.....	2 50	" ".....	"
Minnie Salewaky.....	".....	2 50	" ".....	"
Rosamond Hellenberg..	".....	2 50	" ".....	"
Mrs. Kate Graham.....	Washer woman.....	22 25	" month.....	Non-resident.
Mrs. Mary McClory.....	Ironing woman.....	22 25	" ".....	"

REPORT OF THE BOARD OF CONTROL.

To the Governor of the State of Michigan:

In submitting to you the eighth biennial report of the School for the Blind, the second of the series made by the members of the present Board of Control, it is as well perhaps at the outset to express our pride in the institution committed to our care and to congratulate ourselves and the people of this State in having earnest, loyal, capable and energetic teachers and efficient employes, upon whom in a great measure depends the welfare, comfort, happiness and education of the blind persons attending the school.

EDUCATION OF THE BLIND A SERIOUS MATTER.

This matter of education is a serious one for those in possession of all the faculties common to most persons. Acquirement of an education by the blind has always been marvelous to the seeing, and the postponement of the time for commencing an education is always to be criticised. The law in force at present fixes the age of admission at ten years. The wisdom of this provision was doubted in our former report and facts since that time coming under our notice convince us that the law should be changed.

COMPULSORY EDUCATION.

One flagrant case which has come to our notice would warrant an amendment making the surrender of a child of five years and upward compulsory and, on making a showing that such child was blind, and eligible to the School for the Blind, to the probate court, an order committing such blind child to the school should be made.

RESULTS OF ADMITTING CHILDREN UNDER SCHOOL AGE.

Since our former report several children under ten years of age have been admitted to the school and their progress, advancement and growth warrant us in stating that the law should be amended. In its present form attendance is permitted for ten years, in this time something more than the rudiments of an education must be acquired. The seeing schools grant twelve years and it is unfair to expect the blind, handicapped as they are, to do the same work in five-sixths of the time. A wider latitude

should be given this board in admitting and dismissing pupils. In times past children have been admitted before reaching ten years, the prescribed number of years attendance has been reached and dismissal follows, in one case coming under our notice at sixteen years.

DISCIPLINE OF SCHOOL.

The discipline of the school is excellent; prompt, ready and willing acquiescence in the requests of teachers and others is general, and politeness is no longer the exception. This end has, we believe been attained by the adoption and enforcement of general rules.

A COMPETENT NURSE ESSENTIAL.

The improvement in the general health and appearance of the pupils is well marked and the subject of frequent comment by those who in other years have visited the school. That the general health has been good is, we think, owing largely to the advantageous site occupied by the school, the improved plumbing and drainage, the wholesome dietary and regular hours for exercise, work and rest and the employment of a trained nurse which is well nigh indispensable in a school of this sort, because of the well known physiological fact that the blind are not so robust and vigorous as those possessed of sight. Blindness is seldom the normal condition, its cause has a tendency to impair the general health, and home environments contribute often to the same end. To correct this the pupils are required to exercise, not only within the building, but also in the open air and the results are plainly to be seen.

TEXT BOOKS NOW MADE AT THE SCHOOL.

In our last report reference was made to the introduction of a stereotype maker, the then experimental change to American Braille has been entirely satisfactory, and the school is now enabled to make its own text books, if necessary.

Plates for the following books have been made and books prepared therefrom.

Genung's Outlines of Rhetoric, Swinton's Word Analysis, A Practical Cook Book, Wentworth's School Arithmetic, Wentworth's School Algebra, Selections from Lowell, Selections from Whittier, Selections from Harper's Fifth Reader, Maxwell's Grammar, and Mrs. Knox-Heath's Elementary Lessons in English.

The new books made at the school compare very favorably with any similar books, and the advantage of being able to present pupils with skeleton notes of their lessons has been of marked advantage. The experience and advantage gained are deemed worthy of this special mention.

MARKED SUCCESS OF COOKING SCHOOL.

The cooking classes have furnished a series of pleasant surprises, and as members of these classes are taught the work from the building of the fires to the setting of the table, the least of which is by no means the preparing of the food, the results prove that the blind can be helpful in the home.

NEW INDUSTRIES.

A considerable portion of the appropriation of 1893 for additional trades remains unexpended.

The making of hammocks has been introduced and many have become experts and proficient in carrying on this new industry. This can be done by those whose age and but partial development of muscles bar them from the broom shop.

Carpet weaving, rug making and fly net making are to be introduced, and it is anticipated that results will be entirely satisfactory and creditable to the school.

IMPORTANCE OF HANDICRAFT.

It is of the utmost importance that the pupils should learn to work with the hands. It is probable that but few will pursue as a trade the handicraft learned at school, but, in any event, such a course of training will be of use and great benefit in after life.

The girls are proficient in sewing. Many are expert operators on the sewing machine, and those whose tastes run to housekeeping are by all these enabled to be useful in their homes and measurably independent. So much cannot be said of the boys, and the individual, purchasing in limited quantities, and usually dependent for sales on his own exertions, cannot hope to compete in the open market. The only remedy is by some co-operative concern similar to the Blind Men's Home in some of the older states, for which we cannot ask an appropriation at this time.

BROOM MAKING

as a trade is thoroughly taught, and the ability of many of the boys in that branch of handicraft is very marked.

NEW PLUMBING.

The new plumbing put in with the appropriation of 1895, has, we think, been the means of making the school more healthy and was of vital importance.

During the biennial period covered by this report the general health of the school has been remarkably good. Several cases of scarlet fever and diphtheria have occurred, but happily no deaths. Prompt quarantine measures have in every instance been adopted; and the school authorities, because of changes and improvement in the hospitals, are better enabled to care for any of the sick ones.

SAVING EFFECTED BY CHANGE IN HEATING PIPES.

The changes suggested in the matter of heating pipes were made, resulting in the great saving of fuel, in fact by comparison, the cost of the change was entirely paid for by the saving effected in the winter of 1894-1895.

DIFFERENT SYSTEM OF VENTILATION NEEDED.

The ventilation of the building is far from satisfactory, and without a system of exhaust fans, which will change the atmosphere, there can be no particular improvement. To make this required change will require an outlay greatly in excess of any savings to be made out of the appropriation for current expenses, and special appropriation must be made.

GROUNDS.

The grounds of the Michigan School for the Blind were so laid out that upward of a mile of gravel roadway requires attention. The dry seasons of 1893, 1894 and 1895 sadly affected the lawns, and, with the limited means at our command which could be used for such purposes, have not presented so attractive or pleasing appearance as might be desired. There seem but two courses: one is to expend more money, the other to abandon efforts heretofore made and resort to cropping. The southerly third of the lawn has greatly deteriorated during the dry seasons mentioned, and with hope of getting rid of the noxious weeds and pests has this year been plowed and put into crops.

We have asked for an increase in the item of farm and garden because of the unsatisfactory condition of things.

INCREASE IN THE NUMBER OF PUPILS.

The increase in the number of pupils since our former report, amounting to fifty per cent, and showing an enrollment of more than one hundred during the past year, is, we think, to be directly attributed to the kindly mention which has from time to time been made by the various newspapers of the State. The census returns of 1894 show that there are upward of 350 persons whose ages would permit their attendance. Of this number there are 50 who have been or now are in school, leaving 300 who so far as is known, have not had any benefit of the legislation for the blind. Because of lack of room it is deemed inadvisable to make any particular effort toward increasing the number of pupils.

DESIRABLE ADDITIONS.

The present dining room and assembly room are inadequate to the demands upon them. An addition to the main building, two stories in height, can readily be made which will overcome and avoid the inconvenience arising from necessarily crowding the pupils, which is experienced at the present time.

INCREASED APPROPRIATION NECESSARY AND REASON THEREFOR.

As will be apparent on reference to the estimates submitted to the Board of Corrections and Charities an increased appropriation is asked. This increase is not in proportion to the increase in population.

The increase in the number of pupils over the biennial period ending July 1, 1894, is fifty per cent.

CONCLUSION.

Rigid economy has been practiced; while the pay-roll has increased, it has not kept pace with the increased number of pupils.

Doubtless better work could be done if it were possible to divide the classes, making the number less in each, and increasing the number of teachers and so permitting individual work; but this course at the present time is deemed impracticable.

We believe we have carefully laid out the money committed to our charge, and as to the expenditure invite inspection and inquiry.

All of which is respectfully submitted.

T. W. CRISSEY,

G. W. BEMENT,

F. S. WHEAT,

Board of Control.

Lansing, July 19, 1896.

APPROPRIATIONS.

Estimates of appropriations required for Michigan School for the Blind for the years 1897 and 1898.

Lansing, August 4, 1896.

To the State Board of Corrections and Charities, Lansing, Mich.:

GENTLEMEN—We submit below the estimates of appropriations, made by the board of this institution, for the years 1897 and 1898, as provided by section 6, act 86, laws 1889 with a statement of our expenditures for the year ending December 31, 1895:

MICHIGAN SCHOOL FOR THE BLIND.

SUMMARY OF APPROPRIATIONS NEEDED FOR THE YEARS 1897 AND 1898.

For current expenses, \$29,865 for each year, total.....	\$59,730 00
Less estimated earnings	2,000 00
Appropriation needed.....	<u>\$57,730 00</u>

APPROPRIATIONS.

13

On the basis of the following classification:

Items.		Estimated needs for each of above yrs.	Amount expended, calendar year 1896.
1. Salaries and wages.....		\$6,785 00	\$7,015 61
Superintendent	\$1,000 00		
Physician	225 00		
Chief clerk and bookkeeper	500 00		
Matron.....	800 00		
Nurses (regularly employed, not special)	300 00		
Teachers (number, salary paid each, aggregate), total, 7; sal- aries, \$400, \$325, \$200, \$300, \$700, \$300, \$300.....	2,325 00		
Watchman.....	450 00		
Baker.....	125 00		
Cook.....	400 00		
Housemaids (number), seven, each \$120.....	840 00		
Seamstress and assistant.....	250 00		
2. Food.....		6,500 00	4,535 34
3. Clothing.....		1,000 00	823 10
4. Laundry expenses.....		1,400 00	1,070 12
Supplies	\$600 00		
Labor, washer women, iron women, etc.....	800 00		
5. Heating		8,000 00	2,963 23
Material, fuel, etc.....	\$2,800 00		
Labor.....	700 00		
6. Light		1,200 00	1,033 82
7. Medical expenses.....		400 00	294 27
Supplies	\$300 00		
Physician (special service only).....	25 00		
Nurses (special service only).....	75 00		
8. Stationery, printing, etc.		350 00	318 82
9. Amusement and instruction		1,350 00	1,202 35
10. Household supplies.....		500 00	419 08
11. Furniture and bedding.....		1,000 00	993 41
12. Improvement and repairs		1,500 00	1,452 09
13. Tools and machinery.....		225 00	224 21
14. Farm, garden, stock and grounds.....		1,250 00	1,199 63
15. Freight and transportation (not otherwise classified)		225 00	209 00
16. Miscellaneous expenses.....		750 00	588 23
17. Industrial training, sewing, \$350; cooking, \$200; netting and weaving, \$180; broom making, \$500; material broom shop, sewing room, and twine for nets and hammocks, \$1,200.....		2,430 00	2,126 50
Totals		\$29,865 00	\$26,488 86
Less estimated earnings.....		1,000 00	
Appropriation needed.....		\$28,865 00	

GENERAL STATISTICS.

Total number of inmates each year of the biennial period ending June 30, 1896: 96-103.
Average number of inmates each year of the biennial period ending June 30, 1896: 90-100.
Per capita cost to the State for same, \$264.89.
Estimated total number of inmates each year of the biennial period ending June 30, 1896: 125.
Estimated average number of inmates each year of the biennial period ending June 30, 1896, 125.
Estimated per capita cost to the State for same, based on "estimated needs," \$240.

T. W. CRISSEY,
G. W. BEMENT,
F. S. WHEAT.

Board of Control, Michigan School for the Blind.

MICHIGAN SCHOOL FOR THE BLIND.

The following reply to this communication was received:

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, October 17, 1896.

Board of Control, Michigan School for the Blind, Lansing, Mich.:

GENTLEMEN—Your communication to the State Board of Corrections and Charities, submitting for its consideration and opinion the proposed appropriation for the School for the Blind, for the years 1897 and 1898, has been received. The school was visited and its "conditions and needs investigated." The appropriation proposed has been carefully considered, and we respectfully submit herewith our opinion of the same.

For current expenses, \$28,865 for each year ----- \$57,730.00

The estimated increase in pupils seems fully warranted by your experience and by existing facts, and the amount named will, in our opinion, be required, and is therefore approved.

Yours respectfully,

GEO. D. GILLESPIE,

L. C. STORRS, *Secretary.*

Chairman.

SUPERINTENDENT'S REPORT.

To the Board of Control of the Michigan School for the Blind:

GENTLEMEN—Herewith I hand you my second biennial report. The academic year of the school closed on the 23d inst. During the period covered by this report, 1894-95 and 1896-97, 200 pupils have been enrolled, of whom 95 were in attendance during the first named year and 105 the second. Of these 200 young people 113 have been boys and 87 girls.

Assigned causes of blindness are: Accident, 9%; inflammation, $8\frac{1}{2}\%$; congenital blindness, 8%; scarlet fever, $2\frac{1}{2}\%$; spinal fever, $2\frac{1}{2}\%$; measles, 2%; $13\frac{1}{2}\%$ are classified as unknown. The remainder are blind from a great variety of causes, as spasms, fits, teething, eczema, etc., and causes assigned are incorrect in many cases.

During the last school year 31 persons have been received into the school who were never previously connected with it. These figures show an increase of 44 in the attendance above that given in the last report. This is very gratifying because indicative that the friends of the blind in the State are either becoming better acquainted with the institution and its working, or are taking more interest in the education of those deprived of sight. The interest taken in those eligible for admission to the school is by no means as great as it should be. The last census reported 404 persons in this State, who were 21 years of age and under, that were classified as "blind." Making due allowance for those who have partial vision, and for those too young to enter the school, I infer that the number of pupils in attendance ought to be doubled. It is a well established matter of knowledge that children are deprived of the advantages of the school by their parents and guardians for alleged reasons and excuses that would not be tolerated in the public schools of the State. Yet these children are citizens of the State, and, in time, these blind boys will be blind voters, and the uneducated of both sexes will be blind paupers or worse. For this reason it seems important that the Board of Control seek to secure legislation that shall make the education of the blind compulsory, within reasonable limits.

THE SCHOOL PERIOD FOR THE BLIND

named in our statutes is eight years, with the addition of two more years at the discretion of the board. The age named in the law for entering the school is ten years, but the board may exercise discretionary power and admit at an earlier age. I think that the experience gained by the board and teachers during the past three years would lead them unani-

mously to prefer that children of fair average ability from ordinary homes enter the school at five rather than later. Limited, as blind children are, by the lack of one important sense, their education should be begun while they are impressible, the imagination keen, the memory retentive, and all acquisitive faculties vigorous. Many of them need to be taught when young that they have hands designed for use, feet adapted to graceful locomotion, and bodies that can be educated to maintain becoming poise and repose. Seeing children may enter school at five or six years of age and continue under instruction with most favorable surroundings and helpful accessories for twelve years, or even during their natural life if they elect. Surely the blind ought, as far as possible, to be placed on an equality with the seeing. Their calamity is sufficient without limiting them in opportunity by legal enactment. If a blind child enters this school and continues eight years only, he must leave at thirteen when he is just prepared to do his best school work, whereas a seeing child could remain till 17 years of age before he is considered to have completed a school course. Because of blindness the child is sentenced to a loss of the four most valuable years of his school life.

The natural growth of the school will soon call for

ENLARGED BUILDINGS.

An addition of twenty-five to the present number of pupils will require enlargement of the dining room. The assembly room is now overcrowded. Provision could easily be made under one roof to meet both these demands.

THE HEALTH OF THE SCHOOL

has, in the main, been good during the two years just past. There have been several cases of scarlet fever, and at least one of malignant diphtheria in that time, but all have been successfully controlled and no epidemic of disease has occurred. As a result of the occurrence of contagious diseases among us, and because our hospitals are in the building occupied by teachers and pupils as a home, the entire school, including pupils, teachers and employes, are subjected to strict quarantine nearly one-fifth of the time. The sickness of one little child may easily enforce a rigid quarantine of a month upon 125 people. If the school were provided with a hospital in a separate building it would remove the necessity, which is frequently very burdensome, and probably often detrimental to health.

TEXT BOOKS

in the hands of the blind pupils are just as advantageous for purposes of study as they are to the seeing. Books of literature, history, travel, etc., are even more necessary. Fortunately a machine has been invented by which a blind person can prepare stereotype plates, from which other blind people can easily print books. The book-making department of the School is one of prime importance. Many of the text books in print for the blind contain old matter, very much out of date. By the stereotype process now in use in this school new and fresh matter can be put in print by our pupils for school use. Book-making should be considered an essential adjunct of our school work.

INDUSTRIAL TRAINING

continues to have its due share of attention. No one can reasonably expect that any form of handicraft in a school, where the main occupation of the pupils is study, can be made a source of revenue. The only reason for attaching an industrial department to this school is to furnish wholesome and regular exercise to the pupils, and to put them in possession of a trade or occupation by which, in after life, the blind may, at least in part, support themselves, or be less burdensome to those on whom they are dependent.

For the purposes of education the girls are taught cooking, sewing, knitting, crocheting, etc., in all of which branches some become surprisingly proficient. A small number of boys, possessed of unusual musical and mechanical ability, may become so skillful in piano tuning as to gain a livelihood as tuners. But, in general, the owners of valuable instruments prefer to entrust the repair of them to workmen having good vision rather than to those having none. The blind must, of necessity, be limited to occupations in which the tools are simple, the operations not complicated, the article produced a common necessity, and the required capital small. For these reasons the manufacture of brooms is the most remunerative handicraft taught in the school at the present time. From the girls' kitchen nothing is sold and no income accrues to the school.

From the sewing room the sales amount to about \$100 annually.

During the past three years the sales from the broom shop have nearly equalled the entire cost of that industry, including salary of teacher and cost of material.

HAMMOCK MAKING

is a desirable trade for the pupils to learn, as but little time is required for its acquisition, and small capital for the production of the finished article. Many of the young men do a thriving business at this trade at their homes during the long vacation. The hammocks made in the hammock room do not find ready sale and bring small income to the school, as purchasers usually prefer the woven article. However, for the sake of the pupils, it is best to continue to teach hammock making and sell those belonging to the school as best we may to chance visitors.

THE TEACHERS AND OTHER EMPLOYEES

of the school are to be commended for the large amount of service unselfishly rendered. These are services that are not rewarded in salary any more than the love of a mother can be estimated in money value, but they are as essential in this school as in the well regulated home, and they are worthy of this recognition, and in many instances deserve a much more substantial reward than mere mention.

I wish for myself, my associates, and the pupils to thank each member of the Board of Control individually, and all collectively, for the time and personal attention gratuitously given in such large measure to the interests of the school.

TWO YOUNG LADIES

completed the full literary and musical course of the school and go out as representatives of the work done here. They are graduates of whom the best high school in the State might properly feel proud. We hope for more such in the years to come.

The thanks of the school are due to the publishers of the following named papers for a gratuitous and regular supply of their valued periodicals:

Detroit Free Press.
Detroit Journal.
Detroit Tribune.
Midland Republican.
The Industrial Enterprise.
The Tablet.

Lansing Republican.
Lansing Journal.
Lansing Record.
Ingham County News.
The Institution News.

Respectfully submitted,

E. P. CHURCH,

Superintendent.

June 30, 1896.

COURSE OF STUDY.

FIRST GRADE.

READING.—Teach alphabet thoroughly; Spelling, combination of words into sentences; First reader; some supplementary work.

NUMBERS.—Addition and subtraction taught together; Multiplication and Division taught together; Teach all combinations to 10.

LANGUAGE.—No technical grammar taught; Correct errors in expression, in pronunciation, etc.

KINDERGARTEN.—Clay modeling, paper cutting and weaving, etc. Adapt to grade work as well as circumstances and age of pupils will admit.

MUSIC.—Under direction of teacher.

WORK.—At direction of teacher.

NOTE TO TEACHER.—The alphabet teaching is the Braille system.

SECOND GRADE.

READING.—Second Reader, with supplementary work during year.

SPELLING.—From reader.

NUMBERS.—Combinations to 20. Multiplication table begun. Do rapid work.

LANGUAGE.—Same as first grade with addition of reproduction of things read, as stories, etc.

GEOGRAPHY.—Points of compass, distances.

MUSIC.—Under direction of teacher.

WRITING.—With Braille slate.

WORK.—Dictation of teacher.

NOTE TO TEACHER.—This grade should read a First (supplementary) Reader and a Second or two Second Readers during the year.

THIRD GRADE.

READING.—Third Reader, with variations from supplementary reader.

SPELLING.—From reader, etc. Oral and written.

NUMBERS.—Multiplication table to 12×12 , completed and clinched. Operations in four ground rules, blended with work.

LANGUAGE.—Stories reproduced in clear and concise language, with accurate descriptions.

GEOGRAPHY.—Townships, with divisions into sections. Counties, State.

WRITING.—With Braille slate.

MUSIC.—Under direction of music teacher.

WORK.—Manual training.

GYMNASIUM.

FOURTH GRADE.

READING.—Third Reader completed and supplementary work done.

SPELLING.—From reader and other assigned work; oral and written.

NUMBERS.—Intellectual Arithmetic; work in four ground rules taken from some good text book, *e. g.*, Stoddard's; Slate work; Long Division mastered; Tables of weights and measures learned.

LANGUAGE.—The Sentence studied and learned; Subject: Predicate; Parts of speech; Exercises in composition.

GEOGRAPHY.—Map of Michigan studied, and other work.

WRITING.—In Braille and New York point; Pupils should learn "line letters."

MUSIC.—Under direction of teacher.

WORK.—Some form of handicraft.

GYMNASIUM.

FIFTH GRADE.

GRAMMAR GRADE.

READING.—Fourth Reader and supplementary work. Begin reading poetry some and committing to memory for recitation; also choice prose.

SPELLING.—From Speller.

ARITHMETIC.—Strong work in Intellectual Arithmetic, as Stoddard's, with slate work throughout the year.

LANGUAGE.—Study begun with text book in hands of teacher as guide—and pupils, too, if possible.

WRITING.—Typewriter.

MUSIC.—Same as last year.

WORK.—Handicraft.

GYMNASIUM.

SIXTH GRADE.

READING.—Reader and assigned work: If possible, read much supplementary work, as *Evangeline*, and other selected poetical and prose works.

SPELLING.—From Speller, etc.; from all text books, oral and written.

ARITHMETIC.—Regular practical work from some good text.

GRAMMAR.—From text.

GEOGRAPHY.—From text. Completed.

WRITING.—Typewriter and slates.

MUSIC.

WORK.

RECREATION of gymnasium.

NOTE.—All pupils should be taught to read all forms of embossed print, so far as possible.

SEVENTH GRADE.

READING.—Assigned work.

ARITHMETIC.—Completed.

GRAMMAR.—Completed.

PHYSIOLOGY.—Two-thirds year.

BOTANY.—One-third year.

U. S. HISTORY.—One-third year.

EIGHTH GRADE.

ALGEBRA.

GENERAL HISTORY.—

ZOOLOGY.—One-half year.

PHYSICAL GEOGRAPHY.—One-half year.

CIVIL GOVERNMENT.—One-half year.

ASTRONOMY.—One-half-year.

HIGH SCHOOL COURSE.

FIRST YEAR.—Algebra; General History; Zoology, one-half year; Physical Geography, one-half year; Civil Government, one-half year; Astronomy, one-half year.

SECOND YEAR.—Algebra; Physics; Chemistry, one-third year; Political Economy, one-third year; Mental Philosophy, one-third year.

THIRD YEAR.—Geometry; Literature, English and American; Rhetoric, two-thirds year; Moral Science, one-third year.

Rhetorical exercises throughout course.

RULES AND REGULATIONS.

. (See Sec. 3, Act No. 123, Public Acts of 1893.)

The object of this institution is, it is believed, to fit pupils as far as may be for useful citizenship. A good citizen possesses a good moral character, intelligence, and the ability, in part at least, to support himself.

The school authorities aim to make prominent such instruction as will tend to secure these desired qualifications. As a means to this end, it is believed that the following are requisite:

1. A system of discipline that promotes regularity of habits and secures the exercise of self control.

2. A course of study, practical as well as comprehensive, that will develop the powers of thought and educate the pupil.

3. Such care of the body as will result in the best muscular and physical development; this being attained by learning and practicing some useful and remunerative handicraft, together with such an amount of recreation as may be possible, not only in the gymnasium but as well in the open air on the grounds. For these reasons a system of instruction which combines the teaching of ethica, intellectual training and hand labor in the shops or work room is adopted, in all of which each pupil will be required to take part according to his ability.

The Board of Control will arrange the course of study for all pupils connected with the school. It shall comprehend a period of eight years, and shall be arranged in eight grades, each grade being intended to require one school year's work of an average pupil. A supplemental course of two years or grades may also be arranged, for the benefit of advanced and worthy pupils, but the privilege of pursuing such advanced course shall in every case be entirely subject to the discretion of the Board of Control.

The course of study shall not be altered or amended without the authority of the board.

The boys will be assigned times for systematic exercise in the gymnasium and grounds, and regular periods for work in the shop.

The girls will be expected to take part in work assigned them in the sewing room and elsewhere as well as gymnasium practice.

The work and exercise of both boys and girls will be under the supervision of a regular teacher, and will form a part of the daily program.

DUTIES OF SUPERINTENDENT.

The superintendent shall maintain a proper degree of discipline in the institution, buildings, grounds, premises and in the school rooms at all times. As far as may be the school shall in all respects be conducted so as to resemble a well-ordered and well-conducted home.

The superintendent shall frequently call the teachers together for purposes of conference, instruction, advice and common counsel.

It shall also be his duty to personally inspect the work of all the teachers employed at the school and make such recommendations to the Board of Control as may be pertinent in regard to the work of each teacher.

He will promptly report to the board any defect, fault, omission or neglect of duty on the part of any teacher, officer, or other employé of the board.

The result of an examination to be made by or under the direction of the superintendent will determine the standing of pupils, and the superintendent shall in writing assign each to his proper grade.

Promotions, or transfers to lower grades, may be made at any time by the superintendent, and he shall keep a record thereof.

In case any pupil or pupils may be insubordinate or disobedient, the superintendent may inflict or direct the infliction of such penalties and corrective measures as are deemed wholesome in the public schools in this State. In case of persistent or serious disobedience he may, in his discretion, suspend pupils from any one or more of the privileges of the school for a stated period; in like cases, with the advice and concurrence of the resident member of the board, he may exclude any pupil or pupils from such privileges for an indefinite time. All cases in which he recommends expulsion shall be referred to and decided by the board at any regular or special meeting.

The superintendent shall do and perform such duties as may be from time to time required by the Board of Control.

DUTIES OF TEACHERS.

Teachers will be required to give their whole time to the school, to this end they will board and make their home at the institution, except when a special agreement is made.

They will teach such classes, read to pupils evenings, oversee pupils out of school hours, and do such other work incident to their employment as may be directed by the superintendent. They will spend their nights, Saturdays and Sundays at the school, except as they may be excused by special arrangement with the superintendent, all leaves of absence granted to be recorded in a book to be kept for such purpose and reported by him to the Board of Control.

All teachers are expected to loyally devote themselves to the highest interest of the school and unselfishly to give their best strength to promote its success; to avoid all appearance of rivalry, envy, jealousy or evil speaking among themselves, and especially in the presence of pupils. Gossiping, forming cliques or parties among themselves, or with pupils are each to be studiously avoided. Teachers will meet with the superintendent whenever by him required to do so for the purpose of conferring with him, and will be required to meet with the superintendent at such stated intervals as he may determine for the purpose of conference, instruction, advice and common counsel.

Prompt attendance at the classes, places of duty and meals will be required of each teacher.

All teachers, attendants and employes are strictly forbidden to demand, solicit, suggest, accept or receive any fee, gift, present or gratuity from any visitor, pupil, guardian or other person, and under no circumstances will this be tolerated.

Each teacher will promptly report to the superintendent any infraction or violation of the rules, breaches of decorum or anything affecting the good name of the school.

DUTIES OF PUPILS.

All persons admitted to any department of the schools as pupils are required to yield a prompt, cheerful and courteous obedience to all of the rules and regulations of the institution, and also to such written rules and oral directions as may be found necessary from time to time.

All are required to be respectful to all teachers and employes at all times, to be kind and helpful to each other, to wholly and absolutely abstain from the use of improper, indecent and profane language at all times.

Pupils will not be permitted to leave the school premises at any time, by night or by day, without written permission of the superintendent, or in his absence his authorized representative, previously obtained.

Under no circumstances will pupils be permitted to visit those of the opposite sex in their rooms.

Tobacco in any of its forms, intoxicating liquors of all kinds, objectionable games and all pernicious books will be considered contraband and subject to seizure by the school authorities.

Pupils are required to walk quietly up and down the stairs and in the halls, to avoid noisy or boisterous talking or conduct, and scuffling, wrestling, or unseemly disorder in all buildings and rooms.

All pupils are required to respond promptly to all signals.

Meals will be served only in the dining room, except in cases of serious illness.

Pupils are required to render at all times the same obedience and respect to the suggestions and directions of the teachers in charge at any time or place, as they would accord to the superintendent under like circumstances.

Possession by the pupils of any matches, false keys, lock-picks or fire-arms will subject such pupils to immediate suspension and subsequent expulsion.

Correspondence between those of different sexes in the school is forbidden. Letters addressed to any pupil not known to be from the parents, guardians, or immediate relatives of such pupil may be suppressed by the school authorities.

TREASURER'S REPORT.

MICHIGAN SCHOOL FOR THE BLIND.

IN ACCOUNT WITH G. W. BEMENT, TREASURER.

Date.		Dr.	Cr.
1894.			
July 1..	By balance, cash on hand.....		\$2,892 09
	cash receipts as follows as per vouchers and abstracts filed with Auditor General:		
" 8..	By cash receipts from superintendent.....		84 70
" 19..	" State Treasurer.....		5,250 00
Aug. 11..	" " for county charges.....		638 06
" 11..	" receipts from superintendent.....		390 26
" 11..	" State Treasurer, balance pipe organ fund.....		100 00
Sept. 19..	" receipts from superintendent.....		180 82
" 19..	" State Treasurer, industrial equipment.....		1,000 00
Oct. 10..	" receipts from superintendent.....		75 28
Nov. 1..	" ".....		192 96
" 28..	" State Treasurer.....		5,250 00
Dec. 12..	" receipts from superintendent.....		222 20
1895.			
Jan. 5..	" " " ".....		272 10
Feb. 12..	" " " ".....		206 72
" 12..	" State Treasurer.....		5,250 00
Mar. 12..	" receipts from superintendent.....		76 01
Apr. 10..	" ".....		126 58
" 29..	" State Treasurer.....		5,500 00
May 1..	" receipts from superintendent.....		96 46
June 10..	" ".....		58 00
" 26..	" State Treasurer, special appropriation plumbing and cistern.....		3,250 00
1894.			
July 8..	To cash paid disbursements, current expenses.....	\$1,877 28	
Aug. 11..	" " " ".....	1,636 10	
" 11..	" " " " pipe organ.....	118 78	
Sept. 19..	" " " " current expense.....	1,249 62	
Oct. 10..	" " " " ".....	1,393 02	
" 10..	" " " " horses and cows.....	198 40	
Nov. 1..	" " " " current expense.....	1,429 81	
Dec. 12..	" " " " ".....	8,869 54	
" 12..	" " " " industrial equipment.....	45 47	
1895.			
Jan. 5..	" " " " current expense.....	2,147 12	
Feb. 12..	" " " " ".....	4,116 26	
" 12..	" " " " industrial equipment.....	18 00	
Mar. 12..	" " " " ".....	10 59	
" 12..	" " " " current expense.....	1,635 10	
Apr. 10..	" " " " ".....	2,427 00	
" 10..	" " " " industrial equipment.....	2 08	
May 1..	" " " " current expense.....	1,443 99	
June 10..	" " " " ".....	2,067 81	
" 20..	Balance on hand.....	6,277 81	
	Total.....	\$30,998 18	\$30,998 18

MICHIGAN SCHOOL FOR THE BLIND.

MICHIGAN SCHOOL FOR THE BLIND.

IN ACCOUNT WITH G. W. BEMENT, TREASURER.

Date.		Dr.	Cr.
1895.			
July 1..	By balance, cash on hand.....		\$6,277 81
" 8..	cash receipts from superintendent.....		72 98
" 8..	" " from State Treasurer.....		5,500 00
Aug. 31..	" " " for county charges.....		1,062 48
" ..	" " superintendent.....		116 66
Sept. 10..	" " ".....		146 71
Oct. 8..	" " ".....		86 07
Nov. 5..	" " ".....		707 20
" 5..	" " State Treasurer.....		5,500 00
Dec. 10..	" " superintendent.....		178 15
1896.			
Jan. 7..	" " ".....		268 67
Feb. 1..	" " State Treasurer.....		5,500 00
" 11..	" " superintendent.....		200 67
Mar. 10..	" " ".....		297 44
Apr. 14..	" " ".....		85 22
" 14..	" " State Treasurer.....		5,500 00
May 12..	" " superintendent.....		194 29
June 10..	" " ".....		64 36
1896.			
July 8..	To cash paid disbursements—current expense.....	\$1,580 52	
" 18..	" " " plumbing.....	500 90	
Aug. 31..	" " " current expense.....	1,007 67	
" 31..	" " " plumbing, cistern and Ind. Equip....	346 56	
Sept. 10..	" " " ".....	667 28	
" 10..	" " " current expense.....	1,494 28	
Oct. 8..	" " " ".....	1,900 66	
" 8..	" " " plumbing, cistern and Ind. Equip....	914 76	
Nov. 5..	" " " current expense.....	3,805 68	
" 5..	" " " plumbing.....	202 47	
Dec. 10..	" " " current expense.....	2,975 27	
1896.			
Jan. 7..	" " " ".....	2,550 17	
" 7..	" " " industrial equipment.....	19 00	
Feb. 1..	" " " current expense.....	1,758 81	
Mar. 10..	" " " ".....	2,258 44	
" 10..	" " " industrial equipment.....	15 00	
Apr. 14..	" " " current expense.....	3,628 88	
" 14..	" " " plumbing.....	767 88	
May 12..	" " " current expense.....	1,855 25	
June 10..	" " " ".....	1,568 48	
" ..	" " " industrial equipment.....	16 95	
" 30..	Balance on hand.....	2,397 44	
Total..		\$31,765 80	\$31,765 80

REPORT OF THE TREASURER.

1904.

	July.		August.		September.		October.		November.		December.	
	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.
Salaries and wages.....	\$553 58		\$386 17		\$331 84		\$568 08		\$311 30		\$530 48	
Food.....	217 56	80 70	283 45	\$174 00	153 94	\$87 57	224 90	\$30 00	275 80	\$1 47	553 41	38 00
Clothing.....	12 70	6 35	16 99	301 96	12 60		20 71		56 86	9 00	196 14	
Laundry expense.....	59 52		26 88		24 05		45 32		54 75		92 98	
Heating.....	37 50		43 75		46 44		103 40		60 00		64 08	
	8 75		8 72		6 25		17 06		10 00		10 00	
	1 26		5 55		2 90				26 40		26 55	
	19 57	8 55	13 85	1 50	3 00		18 50	1 90		55	814 18	1 84
	15 06		175 29		54 87		27 47	25	12 40		700 96	10
	95 31	20	38 80	10	43 44		70 40	60	23 85		24 53	
					30 00		4 00		19 70		258 34	
	6 78		686 75	3 10	178 90		52 95		29 27		84 95	
	75		45		3 60		9 07		10 83		50	
Grounds.....	119 32		98 36	304 55	39 59		128 12		30 26	3 93	181 38	
	151 79	50	13 50	154 97		9 29	1 30				34 00	
Miscellaneous expense.....	90				268 50	63			112 50	1 60	2 50	1 50
Industrial training expense.....	65 00	78 40	57 07	28 00	25 60	90 86	110 28	53 43	107 15	176 49	244 05	211 26
Total disbursements.....	\$1,377 23		\$1,749 88		\$1,249 62		\$1,393 08		\$1,432 81		\$3,200 54	
Total receipts.....		\$94 70		\$1,053 81		\$130 33		\$75 23		\$192 98		\$322 20

VOUCHER REGISTER, MICHIGAN SCHOOL FOR THE BLIND, FOR YEAR ENDING JUNE 30, 1904.

REPORT OF THE TREASURER.

27

1904.

	July.		August.		September.		October.		November.		December.	
	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.
Salaries and wages.....	\$918 08		2205 78		2205 19		\$916 37		2205 25		\$759 78	
Food.....	376 21		123 43		313 90		204 09		244 03		204 06	
Clothing.....	11 80	\$1 50	2 00		19 75		20 58	\$1 50	100 06	224 25	197 13	\$3 50
Laundry expense.....	50 75		57 67		13 23		15 90		63 35	1 50	170 01	
Heating.....	53 50		37 30		129 40		55 20		65 00		606 77	
Light.....	21 25		24 75		257 23		24 15		23 75		207 37	
Medical supplies.....	6 70		1 50		25 64		9 26		15 10		15 20	
Stationery, printing, etc.....	24 05	4 75	25 30	43	33 69		11 23	80	54 97		16 25	
Amusement and instruction.....	8 00	1 00	54 26		24 49		23 26		106 56	1 00	70 45	
Household supplies.....	9 20		17 30		204 23		40 12		82 37		40 65	
	7 88		57 39						126 10		51 11	
	48 50	2 00	105 73		160 07		143 11	1 00	490 44		79 24	1 25
			41 53		33 75		6 00		43 64		1 00	
	103 50		53 45	47 63	73 97		84 53		257 69	547 00	63 16	73 00
	147 45			147 67	25 70		4 05		1 57		40	
Miscellaneous expense.....	15		35 63		63 90		206 71		200 24		24 50	
Industrial training.....	100 50	65 45		67 25		\$145 71	236 53	53 77		123 54	209 31	95 55
Total disbursements.....	\$1,520 23		\$1,037 67		\$1,494 26		\$1,900 66		\$3,205 63		\$2,975 27	
Total receipts.....		\$73 96		\$1,175 14		\$145 71		\$63 07		\$207 29		\$175 15

MICHIGAN SCHOOL FOR THE BLIND.

VOUCHER REGISTER, MICHIGAN SCHOOL FOR THE BLIND, FOR THE YEAR ENDING JUNE 30, 1904.—CONTINUED.

1904.														Disbursements.	Receipts.
January.		February.		March.		April.		May.		June.					
Dr.	Cr.	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.				
Salaries and wages.....	2655 18		2026 43		2042 50		2225 76		2221 74		2220 10		27,027 25	9129 97	
Food.....	643 77		227 22		523 72		222 21		512 57		220 21		4,222 41	724 61	
Clothing.....	42 21		122 62		122 62		122 62		122 62		122 62		1,022 20		
Laundry expense.....	122 17		51 50		50 76		312 22		77 74		52 70		227 10		
Heating.....	224 42		52 00		52 00		1,022 76		52 00		52 00		2,227 61		
	102 22		22 75		102 02		222 51		24 22		22 75		1,022 51		
	44 22		12 15		12 27		42 22		2 15		22 22		222 70		
	2 22		22 61		22 62		22 62		12 12		2 00		222 16	2 22	
	72 71	21 00	27 22	20 10	42 27		20 22	2 22	20 22		11 22	1 00	207 20	7 00	
	10 72		27 77		20 22		22 22		22 11		40 47	1 22	222 42	1 22	
	117 07		14 75		22 27		14 00		22 22		11 22		202 70		
	72 74		42 42		22 42	4 22	422 24		27 22	12 00	22 10		1,722 27	22 10	
	27 22	22 02	22 61	22 02	12 22	122 72	2 40		24 22	142 72	22 22		1,722 12		
Industrial training.....	42 22	2 22	112 50	122 51	141 70	2 00	112 50		1 22		24 22		1,172 22	1,122 22	
	122 44	170 24	107 22	122 51	222 12	21 22	102 61		122 02	27 22	22 12		1,222 54	1,122 14	
Total disbursements.....	22,222 17		21,722 61		22,222 44		22,222 22		21,222 22		21,222 22		222,222 27		
Total receipts.....		2222 27		2222 27		2227 44		222 22		2124 22		224 22		22,222 22	

LIST OF PUPILS

ENROLLED FROM SEPTEMBER, 1894, TO JUNE, 1898.

Name of pupil.	Cause of blindness.	From what county.
Awe, Louis	Congenital	Macomb.
Brannan, James	"	Kent.
Batcheller, Hubert	"	Wayne.
Bennett, Iva	"	Barry.
Burroughs, Jessie	"	Cass.
Connor, Elmer	"	Ogemaw.
Connor, Carrie	"	"
Duffy, Ray	"	Jackson.
Duffy, May	"	"
Emert, Gertie	"	Kent.
Goodrich, Clifford	"	Tuscola.
Goodrich, Frank	"	"
Gauthier, Grace	"	Wayne.
Gauthier, Agnes	"	"
Herzog, Mary	"	Washtenaw.
Haekkinen, Hannah	"	Houghton.
Haekkinen, Flora	"	"
Hiler, Leslie	"	Ottawa.
Hiler, Sidney	"	"
Hartman, Clyde	"	Lenawee.
Haun, Edward	"	Houghton.
Hurdle, George	"	Ionia.
Peterson, Edgar	"	Lapeer.
Playter, Cora	"	Kent.
Playter, Grace	"	"
Rich, Will	"	Ingham.
Roberts, Nevison	"	Eaton.
Schlieff, John	"	Wayne.
Spencer, James	"	Washtenaw.
Shultz, Herman	"	Ionia.
Schoolcraft, Myrle	"	Saginaw.
Van Etten, Charles	"	Ottawa.
Wagar, Willie	"	Wayne.
Wilson, Clara	"	Lapeer.
Blinkhorn, Harrietta	Opthalmia neanotorum	Kalkaska.

Name of pupil.	Cause of blindness.	From what county.
Brown, Edna.....	Opthalmia neanotorum.....	Hillsdale.
Clawson, Kittle.....	" ".....	Mason.
Grey, Dean.....	" ".....	Wayne.
Hooker, John.....	" ".....	Kent.
Hoar, Fred.....	" ".....	Ontonagon.
Huber, Fred.....	" ".....	"
Lasser, Mabel.....	" ".....	Kent.
Lionta, Freeman.....	" ".....	Huron.
Masterson, Adaline.....	" ".....	Kent.
Nichols, Orrin.....	" ".....	Otsego.
Pittenger, Claude.....	" ".....	Montcalm.
Roberts, Mary.....	" ".....	Marquette.
Vedder, George.....	" ".....	Lenawee.
Broker, Willie.....	Accident.....	St. Joseph
Crane, Edith.....	".....	Tuscola.
Dickie, Edward.....	".....	Wayne.
Driscoll, John.....	".....	Houghton.
Erlandson, Anna.....	".....	Manistee.
Gordon, Ella.....	".....	Oakland.
Hunter, Edna.....	".....	Calhoun.
Jungintsch, Oscar.....	".....	Wayne.
Jordan, Adelbert.....	".....	Berrien.
Kennison, Wm.....	" cataract.....	Montcalm.
Kaiser, James.....	".....	Hillsdale.
Munson, Gardner.....	".....	Saginaw.
Mesler, George.....	".....	Lenawee.
McOrea, Edward F.....	".....	Gladwin.
Swift, Sherman.....	".....	Berrien.
Skoda, Joseph.....	".....	Wayne.
Soerheide, Henry.....	".....	Ottawa.
Stewart, Retta.....	".....	St. Clair.
Sisson, Bert.....	".....	Lapeer.
Thayer, Luella.....	".....	Washtenaw.
Bacon, Charles.....	Cataract.....	Iosco.
Edwards, Elcena.....	".....	Saginaw.
Fitch, Roy.....	" myastagnus.....	Tuscola.
Guinness, Margaret.....	".....	Marquette.
Horstman, Lewis.....	".....	Berrien.
Lemere, Frank.....	".....	Dickinson.
McVey, Henry.....	" optic atrophy.....	Kalamazoo.
Payne, Ross.....	Cataracts.....	Clinton.
Townsend, Emmet.....	".....	Ionia.
Dester, Maud.....	Optic atrophy.....	Berrien.
Hallock, George.....	" ".....	Genesee.
Palmer, Ella.....	Partial optic atrophy.....	Ingham.
Schraft, Fred.....	" " ".....	"
Brough, Bertha.....	Corneal ulcer.....	Ottawa.
Culman, Mamie.....	Paralysis optic nerve.....	Grand Traverse.
Olink, George.....	Spinal fever.....	St. Clair.
Eddy, Alfred.....	Scarlet fever.....	Midland.
Ingeldue, Fred.....	" ".....	Kent.
Sparka, Lydia.....	" ".....	Montcalm.

LIST OF PUPILS.

31

Name of pupil.	Cause of blindness.	From what county.
Sanderson, Mabel.....	Scarlet fever	Bay.
Elder, John	Spotted fever.....	Ingham.
Glass, Charles.....	Brain fever.....	St. Clair.
Hawley, Alma.....	Measles	Mason.
Jensen, Elsie	Small-pox	Mecosta.
Knight, Retta	Spinal meningitis.....	Hillsdale.
Pickell, Minnie.....	Spinal fever.....	Montcalm.
Preston, Nettie.....	Paralysis	Newaygo.
Richardson, Gertie	Congestion brain	Oakland.
Tuck, John.....	Inflammation brain.....	Jackson.
Watson, Wm.....	"	Shiawassee.
Mattison, Lewis	Choroditis	Clinton.
Fields, Lewis.....	Spinal meningitis.....	Kent.
Allen, Carrie	Unknown	St. Clair.
Austin, Eva.....	"	Ottawa.
Brandon, Bertha.....	"	Mecosta.
Bowen, James	"	Eaton.
Chase, Lew	"	Clinton.
De Radcliffe, Clarence.....	"	Wayne.
Eaton, Thomas.....	"	Ottawa.
Edmonda, Alma.....	"	Monroe.
Fields, Richard.....	"	Mecosta.
Hunt, Fred.....	"	Calhoun.
Holland, John.....	"	Genesee.
Jeffery, Walter	"	Dickinson.
Johnson, Christian.....	"	Crawford.
Newman, Catherine.....	"	Cheboygan.
O'Callaghan, Amie.....	"	Dickinson.
Rounds, Carl	"	Saginaw.
Sanford, Myron.....	"	Kalamazoo.
Stillwell, Emma	"	Wayne.
Stevens, Emily	"	Van Buren.
Tuzynski, Katie	"	Bay.
Ulrich, Otto.....	"	Isabella.
Williams, Charles.....	"	Clare.
Wood, Bertha	"	Kent.
Woodard, Ada.....	"	Shiawassee.

SUMMARY OF INVENTORY.

TAKEN AUGUST 1, 1896.

Lands and buildings.....	\$126,150 00
Heating, lighting and water apparatus.....	11,040 00
Tools—engine house.....	118 08
Laundry.....	315 86
Office furniture, books and stationery	332 45
Musical instruments, music, etc.....	2,849 10
Library and apparatus	2,049 00
Gymnasium apparatus ..	80 00
Sewing and cutting room, stock, etc.....	219 25
Industrial training—cooking.....	56 01
Broom shop, machinery, stock, etc.	789 01
Industrial training—hammocks.....	93 26
Bedding, towels, linens, etc.	1,550 89
Hospitals	247 76
Dispensary.....	56 63
School furniture.....	1,452 35
Cottage furniture.....	613 94
General furniture.....	4,055 82
Dining room furniture	239 96
Kitchen, store and bake room furniture	419 63
Groceries and provisions.....	141 91
Implements and tools	113 40
Wagons, carriages, stock, etc.....	305 00
Live stock.....	495 00
Miscellaneous property	118 00
Fuel.....	300 00
Total.....	<u>\$154,064 74</u>

GENERAL INFORMATION FOR THE PUBLIC.

The State of Michigan has made provision for the education of all her children.

The citizens of the State take a commendable pride in the public school system of the commonwealth, as well as in the higher institutions of learning.

The district school, high school, Normal School, Agricultural College and University open their doors to children and youth possessed of all their faculties. Young people destitute of sight find these institutions, in the main, not available for them. But the blind have not been forgotten by the State. Provision has been made for their education.

Article XIII, Sec. 10, of the Constitution of Michigan declares: "Institutions, for the benefit of those inhabitants who are deaf, dumb, blind or insane, shall always be fostered and supported."

In accordance with this constitutional provision a school for the education of the blind children of the State has been located in the city of Lansing, the State capital.

The object of the management of the school is, to fit the blind boys and girls of the State for honorable, useful citizenship. For this reason an effort is made to lay the foundations of a sound moral character in all the pupils, as the prime requisite of good citizenship.

Physical health, intelligence, and ability to contribute to one's own self-support are ranked as next in importance.

The sanitary condition of the buildings and premises are matters of constant study and watchfulness.

The services of a competent physician and trained nurse are employed to guard and maintain the health of all.

The school is provided with well appointed and comfortable hospitals for any who may be sick. In case of contagious diseases patients are isolated from other pupils and the arrangements are so efficient that in no case has contagion spread from the hospitals to the general family.

Regular and systematic physical exercise, under the direction of competent teachers, in the open air, or gymnasium, forms a part of the regular program.

The course of study embraces all the English branches taught in the ordinary primary, grammar and high school course.

Teachers of experience and ability are employed. In the department of music excellent facilities for voice culture are afforded. Large numbers of pupils are given instruction on the piano and several other string

and wind instruments. Teachers of marked skill and capability only instruct in this department.

The school supports a good choir and orchestra. A few pupils become skilled players on the pipe organ.

In the department of handicraft the boys are taught broom, hammock and net making, and those possessed of sufficient musical and mechanical skill learn to tune and repair pianos. Several boys are employed in printing and book-making for the school.

The girls learn to cook, knit, crochet and sew, both by hand and on the machine.

All the pupils are encouraged to learn to use the typewriter and many become very competent operators of that instrument.

All pupils board and have their home at the school during the academic year.

Board with furnished rooms, warmed and ventilated, washing, medical attendance, including medicine and nursing when sick, are free to all pupils resident of the State. The buildings are large, well lighted and warmed by steam.

All the expense any parents are asked to incur for their children while at school is, to pay their fare to and from the institution and to furnish sufficient and suitable clothing. If parents are unable to do this the State will assist those making application to their county poor officers.

It is the constant effort of the management to make this school a comfortable and happy home for all connected with it; a place where kindness, courtesy, culture and intelligence abound and control, to which children from any portion of the State may be entrusted with entire safety.

CONDITIONS OF ADMISSION TO THE MICHIGAN SCHOOL FOR THE BLIND.

1. Insufficient vision to attend the public schools.
2. Ability to receive intellectual, physical and moral training.
3. Freedom from communicable diseases.
4. Willingness to abide by, and conform to, all rules and regulations necessary in a well-ordered home school.
5. Good moral character.

The Board of Control prefer to receive pupils at six or seven years of age rather than when older, provided the applicant possesses good intellectual ability, is sound physically, and is reasonably independent and self-helpful.

The legal period for which pupils are admitted is eight years, but the Board of Control may extend the time two years when sufficient reason exists for so doing.

It should be remembered that this is a school for the moral, intellectual and physical training and development of blind boys and girls of school age, and not an asylum, hospital or infirmary, for the treatment or cure of blindness or defective vision; neither is it a retreat for the infirm and helpless blind of any age.

Any person wishing to make application for admission to this school may address the Superintendent of the School for the Blind, Lansing, Mich.

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TWENTY-SECOND BIENNIAL REPORT

OF THE

BOARD OF TRUSTEES

OF THE

MICHIGAN SCHOOL FOR THE DEAF

AT FLINT

FOR THE YEARS 1895-6

BY AUTHORITY

OFFICERS AND TEACHERS.

BOARD OF TRUSTEES.

CLARK B. TURNER, Pontiac	-	-	-	-	PRESIDENT.
CHARLES S. BROWN, Flint	-	-	-	-	TREASURER.
WILLIAM J. SPEARS, Vassar	-	-	-	-	SECRETARY.

OFFICERS.

FRANCIS D. CLARKE, A. M., C. E.,	-	-	-	SUPERINTENDENT.
EDWIN F. SWAN,	-	-	-	STEWARD.
MISS MARTHA E. DRURY,	-	-	-	MATRON.
MRS. EMILY TWIST,	-	-	-	ASSISTANT MATRON.
RANSOM N. MURRAY, M. D.,	-	-	-	PHYSICIAN.

TEACHERS.

THOMAS L. BROWN.	HULDA R. J. MERCER.	CAROLINE F. ELWOOD.
WILLIS HUBBARD.	CARRIE W. EARLE.	CARRIE E. BILLINGS.
THOMAS J. ALLEN.	LOTTIE K. CLARKE.	BELLE SCHRIKEMA.
JOHN J. BUCHANAN.	ANNA FORD.	GRACE M. BEATTIE.
THOMAS P. CLARKE.	GRACE R. LOCHHEAD.	HELEN M. HAYNES.
JAMES M. STEWART.	ELLA E. J. CRAWFORD.	MADGE M. TURNER.
MARION E. TYRRELL.	MARY KNICKERBOCKER.	LUOY L. WICKS.
JESSIE BALLANTYNE.	MARY L. SIMPSON.	CLARA B. SCOTT.
EMMA F. KNIGHT.	KATHERINE WEBBER.	

SUPERVISORS.

FRED M. KAUFMAN.	MARK PIPER.
SARAH R. JONES.	FLORENCE H. JONES.

FOREMEN.

EDWIN BARTON	-	-	-	-	Foreman of Cabinet Shop.
E. MORRIS BRISTOL,	-	-	-	-	Foreman of Printing Office.
PARLEY P. PRATT,	-	-	-	-	Foreman of Shoe Shop.
GEORGE M. BIECK,	-	-	-	-	Foreman of Tailor Shop.
AGNES BALLANTYNE,	-	-	-	-	Forewoman of Sewing Department.
JOHN AUSTIN,	-	-	-	-	Engineer.
THOMAS LAKE,	-	-	-	-	Foreman of Farm.

REPORT OF BOARD OF TRUSTEES

HON. JOHN T. RICH, *Governor of Michigan*:

In compliance with act No. 116, public acts of 1893, we respectfully submit to you the biennial report of the Michigan School for the Deaf for the period beginning July 1, 1894, and ending June 30, 1896.

The board, as organized on May 25, 1893, has continued except that Mr. J. A. Trotter resigned his position in November, 1894, and was succeeded by Mr. William J. Spears of Vassar, who was elected secretary.

There have been few changes among the teachers and officers of the school, and very little in the methods of instruction. We have made a greater effort to teach speech to those of our pupils who would profit by it, but in this, as in other points where we would like to make improvements, have been embarrassed by the lack of funds.

The growth of the school during the past two years has greatly exceeded all our expectations. We estimated on an attendance of 325 and the actual average attendance for the two years was over 360, and would have been much greater if room could have been made for the applicants.

The appropriation of \$6,000, for a new dormitory, has given us room for about fifty more than we could accommodate before, but already there are more applicants than we can take. More room is needed for sleeping, dining rooms, and especially for school rooms, as many of the rooms now used for this purpose are not fit for it.

We feel that with children already deprived of the sense of hearing we should be doubly careful to prevent any impairment of sight, and most strongly urge the necessity of providing more room, and better room for the classes.

These subjects will be found discussed at length in the Superintendent's report, and in the letter to the State Board of Corrections and Charities.

We have borne in mind the distress of the taxpayers of our State, and have stricken from our estimates every item that in our opinion was not absolutely necessary. A farther reduction will lessen the usefulness of the school, or prevent us from taking children who are waiting for admission. We do not think it is the desire of the people of Michigan to have a school that is not as good as that of our neighboring states, or to deny its benefits to any child who needs them.

As a proof of the honesty and efficiency of the management of this school, we mention the fact the per capita cost of each child here is lower now than it has ever been, in Michigan, and is very much lower than it is in any similar school in this section. The necessity for small classes in teaching the deaf, and the consequent higher cost, makes it unfair to expect in a school for them a per capita as low as in a school for normal children.

We feel bound to repeat the request made in our last report for an outside hospital. Though we have been so fortunate as to escape any epidemic for the past two years, we are in continual risk, and cannot expect to be always exempt. Some day we may be forced to keep all our pupils here at the close of school, for weeks or even months, which, to say nothing of the anxiety and suffering, would soon cost much more than a hospital.

We beg leave to call attention to the fact that the \$6,000 appropriation by the last legislature is the only money for building purposes that this school has received for years.

There are now more than eight hundred deaf children of school age in this State, and only about half of them are in school. Provision must be made for the education of these. We suggest that the policy of the State should be to build up this school and provide for them here; and when the number here became too large, to seek relief by establishing primary schools for the younger children in different places. These children could then be sent here, when old enough to learn trades.

By such a plan the children while very young would be at or near their homes, and the State would be saved the expense of establishing shops for teaching trades at each school. All of these schools should be under the same management, so as to insure constant expert supervision and uniform methods of instruction.

Provision is made by law to provide funds for this school, and all other State institutions for three months from January 1st. It is important that our appropriation should be made by that time, or that the law should be amended so as to empower us to draw for another quarter.

The spirit shown by all the officers and teachers has been very commendable. They have shown zeal and energy in their work, a desire for the good of the children, and fidelity to the Board and their superiors. The children have been easy to manage, polite, obedient, and industrious and we feel that the year just closed has been one of the most successful ever experienced by the school.

WILLIAM J. SPEARS,

Secretary.

TREASURER'S REPORT.

MICHIGAN SCHOOL FOR THE DEAF.

Treasurer's report for the fiscal year ending June 30, 1895.

C. S. BROWN, Treasurer.

			Receipts.	Disbursements.
RECEIPTS.				
<i>From State Treasurer:</i>				
Appropriations for current expenses.....	\$56,500 00			
Appropriations for special purposes—				
Painting and calcimining.....	600 00			
Rental of land.....	200 00			
Indigent pupils.....	4,582 63	\$61,882 63		
<i>Earnings and reimbursements—Current:</i>				
Food.....	\$135 48			
Heating.....	2 85			
Medical supplies.....	75			
Clothing.....	26 86			
Stationery, printing, etc.....	49 55			
Amusement and instruction.....	8 92			
Household supplies.....	16 00			
Farm, garden, stock and grounds.....	3,203 56			
Freight and transportation.....	1,013 80			
Miscellaneous expenses.....	42 23			
Industrial training expenses—				
Tailor shop.....	1,493 73			
Shoe shop.....	1,231 94			
Sewing department.....	455 75			
Printing office.....	363 50			
Cabinet shop.....	45 63	3,078 23		
Friends of indigent pupils.....		277 55		
		\$70,238 40		
Amount applicable to current expenses.....		\$64,578 23		
Amount applicable to special purposes.....		5,660 17	\$70,238 40	
DISBURSEMENTS.				
For current expenses.....				\$67,568 16
<i>For special purposes:</i>				
Painting and calcimining.....		\$600 00		
Rental of land.....		200 00		
Bedsteads, bedsprings, and mattresses.....		312 88		
Roofs and gutters.....		375 60		
Library.....		108 00		
Fences, walks and grounds.....		263 70		
Indigent pupils.....		4,860 17		6,720 90
Totals.....			\$70,238 40	\$74,287 06
Balance July 1, 1894—Current expenses.....	\$3,154 11			
Balance July 1, 1894—Special purposes.....	1,060 78	4,214 84		
Balance June 30, 1895—Current expenses.....				106 19
			\$74,453 24	\$74,453 24

STATE OF MICHIGAN, } ss.
COUNTY OF GENESSEE, }

C. S. Brown, being duly sworn, says that the above report is a true and correct statement of all money received and disbursed by him as treasurer of the Michigan School for the Deaf, during the fiscal year ending June 30, 1895.

C. S. BROWN.

Subscribed and sworn to before me, a notary public in and for said county, this 1st day of August, 1895.

EDWIN F. SWAN,
Notary Public for Genessee county, Mich.

MICHIGAN SCHOOL FOR THE DEAF.

MICHIGAN SCHOOL FOR THE DEAF.
Treasurer's report for the fiscal year ending June 30, 1896.
C. S. BROWN, Treasurer.

			Receipts.	Disbursements.
RECEIPTS.				
From State Treasurer:				
Appropriations for current expenses.....	\$50,000 00			
Appropriations for special purposes—				
Library.....	250 00			
Bedsteads, bedsprings, and mattresses.....	250 00			
Painting and calcimining.....	800 00			
Paper cutter and new type.....	850 00			
Water closets.....	800 00			
Fire protection.....	2,021 00			
New dormitory.....	6,000 00			
Laundry machinery.....	800 00			
Indigent pupils.....	6,244 88	\$77,015 88		
Earnings and reimbursements—Current:				
Salaries.....	\$0 50			
Food.....	728 89			
Clothing.....	87 90			
Heating.....	10 87			
Medical supplies.....	4 00			
Stationery, postage, etc.....	73 61			
Amusements and instruction.....	23 08			
Household supplies.....	18 55			
Furniture and bedding.....	8 55			
Improvements and repairs.....	4 00			
Farm, garden, stock and grounds.....	2,690 93			
Freight and transportation.....	1,116 73			
Miscellaneous expenses.....	120 23			
Industrial training expenses—				
Cabinet shops.....	199 65			
Shoe shop.....	1,546 56			
Tailor shop.....	1,331 29			
Printing office.....	1,017 53			
Sewing department.....	659 81	9,583 10		
Friends of indigent pupils.....		271 11		
		\$86,870 09		
Amount applicable to current expenses.....		\$69,583 10		
Amount applicable to special purposes.....		17,286 99	\$86,870 09	
DISBURSEMENTS.				
For current expenses.....				\$80,286 81
For special purposes:				
Library.....	\$125 00			
New dormitory.....	798 55			
Paper cutter and new type.....	238 26			
Fire protection.....	2,021 00			
Painting and calcimining.....	480 00			
Laundry machinery.....	800 00			
Bedsteads, bedsprings and mattresses.....	250 00			
Indigent pupils.....	6,515 99			11,296 80
Totals.....		\$86,870 09	\$86,870 09	\$90,467 61
Balance July 1, 1895—Current expenses.....		166 19		
Balance June 30, 1896—Current expenses.....				510 48
Balance June 30, 1896—Special purposes.....				6,056 19
			\$87,086 28	\$87,086 28

STATE OF MICHIGAN, }
COUNTY OF GENESSEE. } ss.
C. S. Brown, being duly sworn, says that the above report is a true and correct statement of all money received and disbursed by him as treasurer of the Michigan School for the Deaf during the fiscal year ending June 30, 1896.
C. S. BROWN.
Subscribed and sworn to before me, a notary public in and for said county, this 8th day of July, 1896.
EDWIN F. SWAN,
Notary Public for Genesee County, Mich.

STATE OF MICHIGAN, in account with C. S. Brown, Treasurer of Michigan School for the Deaf, for the fiscal year ending June 30, 1895.

REPORT OF THE TREASURER.

No.	Date.	Credits.	Painting and calomining.	Indigent pupils.	Rental of land.	Bedsteads, bed-springs and mattresses.	Roofs and gutters.	Library.	Fences, walks, and grounds.	Total of building, special, etc.	Current expense.	Aggregate.	Aggregate exclusive of balances and transfers.
			Abstract Bb.	Abstract Bb.	Abstract Bb.	Abstract Bb.	Abstract Bb.	Abstract Bb.	Abstract Bb.		Abstract Aa.		
	1894. July 1	By balance (on hand)				\$312 83	\$375 60	\$108 60	\$233 70	\$1,080 73	\$3,154 11	\$4,214 84	.....
	1895. June 30	Cash from State Treasurer..... Cash from earnings of institution. Cash from other sources	\$300 00	\$4,583 63	\$200 00					5,333 62	56,500 00	61,832 63	\$61,832 63
											6,745 49	6,745 49	6,745 49
											1,333 74	1,610 29	1,610 29
		Total available during fiscal year.	\$300 00	\$4,800 17	\$200 00	\$312 83	\$375 60	\$108 60	\$233 70	\$3,720 90	\$67,732 84	\$74,453 24	.....
		Footings	\$300 00	\$4,800 17	\$200 00	\$312 83	\$375 60	\$108 60	\$233 70	\$3,720 90	\$67,732 84	\$74,453 24	\$70,238 40
		Debits.	Abstract B.	Abstract B.	Abstract B.	Abstract B.	Abstract B.	Abstract B.	Abstract B.		Abstract A.		
	1895. June 30	To disbursements (exclusive of loans paid)	\$300 00	\$4,800 17	\$200 00	\$312 83	\$375 60	\$108 60	\$233 70	\$3,720 90	\$67,506 15	\$74,237 05	\$74,237 05
		Total debits during fiscal year..... To balance (on hand) to new account	\$300 00	\$4,800 17	\$200 00	\$312 83	\$375 60	\$108 60	\$233 70	\$3,720 90	\$67,506 15	\$74,237 05	.....
											166 19	166 19	.....
		Footings	\$300 00	\$4,800 17	\$200 00	\$312 83	\$375 60	\$108 60	\$233 70	\$3,720 90	\$67,732 84	\$74,453 24	\$74,237 05

MICHIGAN SCHOOL FOR THE DEAF.

STATE OF MICHIGAN, in account with C. S. Brown, treasurer of Michigan School for the Deaf, for the fiscal year ending June 30, 1896.

Date.	Credits.	Indigent pupils.	Lan- dry ma- chin- ery.	New dormi- tory.	Fire pro- teo- tion.	Water closets.	Paper out- ter and new type.	Paint- ing and cal- cing min- ing.	Bed- steads, bed- springs and mat- tresses.	Li- brary.	Total of building, special, etc.	Current ex- penses.	Aggregate of balances and trans- fers.
1895.													
July 1	By balance (on hand).....											\$100 19	\$100 19
1896.													
June 30	Cash from other sources.....	\$6,515 99	\$300 00	\$3,000 00	\$2,081 00	\$300 00	\$250 00	\$300 00	\$250 00	\$250 00	\$17,015 88	80,000 00	77,015 88
	Total available during fiscal year.....											7,418 09	7,418 09
	Footings.....	\$6,515 99	\$300 00	\$3,000 00	\$2,081 00	\$300 00	\$250 00	\$300 00	\$250 00	\$250 00	\$17,015 88	87,418 09	84,433 97
1896.													
June 30	To disbursements (exclusive of loans paid).....	\$6,515 99	\$300 00	\$798 55	\$2,081 00		\$228 28	\$430 00	\$350 00	\$125 00	\$11,228 80	\$60,238 81	\$60,467 61
	Total debits during fiscal year To balance (on hand) to new account.....			5,201 45		\$300 00	111 74	880 00		125 00	6,058 19	618 48	
	Footings.....	\$6,515 99	\$300 00	\$8,000 00	\$2,081 00	\$300 00	\$360 00	\$300 00	\$350 00	\$125 00	\$17,228 99	\$60,749 29	\$60,467 61

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APPROPRIATIONS.
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Flint, Mich., July 17, 1896.

To the State Board of Corrections and Charities, Lansing, Mich.:

GENTLEMEN—I submit below the estimates of appropriations, made by the Board of this institution, for the years 1897 and 1898 as provided by Sec. 6, act 86, laws 1889; with a statement of our expenditures for the year ending December 31, 1895.

MICHIGAN SCHOOL FOR THE DEAF.

SUMMARY OF APPROPRIATIONS NEEDED FOR THE YEARS 1897 AND 1898.

For current expenses, \$82,319 for each year, total.....	\$166,638 00
Less estimated earnings.....	16,188 00
Appropriation needed.....	\$150 500 00

MICHIGAN SCHOOL FOR THE DEAF.

On the basis of the following classification:

Items.		Estimated needs for each of above yrs.	Amount expended, calendar year 1895.
1. Salaries and wages.....		\$30,025 00	\$24,810 96.
Superintendent	\$1,800 00		
Physician.....	500 00		
Steward.....	1,200 00		
Chief clerk.....	300 00		
Stenographer	000 00		
Clerks	100 00		
Matron	500 00		
Assistant matron.....	300 00		
Nurses (regularly employed, not special).....	300 00		
Mending woman.....	250 00		
Visitors, attendant.....	325 00		
Supervisors (other than teachers), 1 @ \$400, 2 @ \$350, 2 @ \$300.....	1,700 00		
Teachers (number, salary paid each, aggregate) 4 @ \$1,200, 1 @ \$1,100, 1 @ \$850, 5 @ \$625, 4 @ \$500, 5 @ \$450, 3 @ \$400, 2 @ \$350, 3 @ \$300, 5 @ \$250.....	18,225 00		
Watchman.....	480 00		
Baker.....	440 00		
Cooks, 1 @ \$500, 1 @ \$200.....	700 00		
Choreman.....	180 00		
Housemaids (number), 11 @ 150, 7 @ \$125.....	2,525 00		
Seamstress.....	200 00		
2. Food.....		19,964 00	16,833 48.
3. Clothing.....		100 00	38 83
4. Laundry expenses.....		1,805 00	1,558 07
Supplies	\$840 00		
Labor.....	965 00		
5. Heating.....		11,015 00	9,765 49
Material.....	\$9,225 00		
Labor.....	1,790 00		
6. Light.....		1,700 00	1,479 90
7. Medical expenses.....		500 00	204 05.
Supplies	\$250 00		
Nurses (special service only).....	150 00		
Watches (special service only).....	100 00		
8. Stationery, printing, etc.....		800 00	764 62
9. Amusement and instruction.....		1,250 00	1,057 48.
10. Household supplies.....		1,000 00	974 44
11. Furniture and bedding.....		1,500 00	1,418 08
12. Improvements and repairs.....		2,500 00	2,535 36
13. Tools and machinery.....		425 00	325 88.
14. Farm, garden, stock and grounds.....		3,060 00	3,023 40
Farmers and gardeners (regularly employed; number, salary paid each), 1 @ \$540, 2 @ \$300, 1 @ \$250.....	\$1,510 00		
Farm labor.....	250 00		
Tools, implements, vehicles and material.....	300 00		
Seeds and plants.....	150 00		
Live stock.....	600 00		
Other expenses.....	250 00		
15. Freight and transportation (not otherwise classified).....		100 00	112 66.
16. Miscellaneous expenses.....		1,200 00	1,419 33.
17. Industrial training: Cabinet shop, foreman, \$350, supplies, \$600; shoe shop, foreman, \$700, supplies, \$600; printing office, foreman, \$600, supplies, \$500, tailor shop, foreman, \$700, supplies, \$600; dress making department, forewoman, \$350, supplies, \$150; art department, foreman, \$625, supplies, \$100.....		6,875 00	6,875 00.
Totals.....		\$83,819 00	\$71,600 96.
Less estimated earnings.....		8,000 00	
Appropriations needed.....		\$75,250 00	

APPROPRIATIONS.

13

GENERAL STATISTICS.

Total number of inmates each year of the biennial period ending June 30, 1896: 1st year, 374; 2d year, 382.
Average number of inmates each year of the biennial period ending June 30, 1896: 1st year, 360.7; 2d year, 360.1.
Per capita cost to the State for same: 1st year, \$170.07; 2d year, \$171.75.
Estimated total number of inmates each year of the biennial period ending June 30, 1898: 1st year, 440; 2d year, 440.
Estimated average number of inmates each year of the biennial period ending June 30, 1898: 1st year, 430; 2d year, 430.
Estimated per capita cost to the State for same, based on "estimated needs," \$175.

SPECIAL APPROPRIATIONS NEEDED.

We give below the aggregate of each; the details and items of which we submit on accompanying sheets.

Shop building	\$5,000 00
School building	23,000 00
Hospital building	5,000 00
Dining room and kitchen	10,000 00
Stand pipes and hose	1,250 00
Steam pump	750 00
Land	5,000 00
Painting and calcimining	1,200 00
Roofs and gutters	750 00
Beds, bedsteads, mattresses, etc.	2,000 00
Fences, walks and grounds	1,000 00
Cold storage	2,000 00
Gas engines for printing office and laundry	1,500 00
Resetting and repairing boilers	1,000 00
Watchman's time detector	175 00
Kitchen range	900 00
Fire proof vault and safe	1,000 00
Library	500 00
	<hr/>
	\$75,625 00
	<hr/>

FRANCIS D. CLARKE,
Superintendent.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, Sept. 25, 1896.

PROF. F. D. CLARKE, *Sup't School for the Deaf, Flint, Mich.:*

MY DEAR SIR—Your communication to this Board, submitting for its consideration and opinion the proposed appropriations of your institution for the years 1897 and 1898 had the attention of such Board at its meeting held the 23d inst.
The school has been visited and its "conditions and needs investigated." The appropriations proposed have been carefully considered, and we respectfully submit herewith our opinion of the same.

Current expenses, each year..... \$75,250 00—\$150,500 00

While this is a somewhat larger amount than has been required in the past for like purpose, still, owing to the large increase in the numbers admitted to the school, the amount asked, in the opinion of the Board, will be required, and is approved.

Shop building..... \$5,000 00

The new and additional industries which it is designed to introduce and teach to the deaf by this outlay, and the additional room which will be much needed, and will be secured in the main building by the transfer of trades rooms from it to a shop, warrants the expense and is approved by this Board.

School building----- \$36,000 00

While it is true that the institution is very much cramped for school rooms, and some now in use are dark and unfit for the purpose, still, in the opinion of this Board, considering the financial condition of the taxpayers and the large amount of the appropriation asked for the purpose, such improvement should be deferred for a time; that the use of the present school rooms be continued, that more light be secured in them by whitening the brick walls opposite the windows that they may reflect more light, which will in some degree overcome present objections. The Board, therefore, must report unfavorably on this item.

Hospital building----- \$5,000 00

The Board can see no reason for changing its opinion regarding this item from that expressed in its letter to you of October 5, 1894, and as then, and for like reasons, approves this item at \$2,500.

Dining room and kitchen----- \$10,000 00

As the present dining room was designed to accommodate 250 pupils and can hold at the most but 300, and that number only with much crowding, and as some 450 pupils have been entered now, there seems to be no question as to the need of this betterment. The amount estimated for it is doubtless as close as an estimate for such work can be made, and is approved.

Stand pipe and hose ----- \$1,250 00

As this is required to secure better fire protection, and the amount asked is based on the cost of those now in use, the item is approved.

Steam pump----- \$750 00

The old pump, which has seen long service, and is badly worn, should be replaced with a new and reliable one. This item is approved.

Land ----- \$5,000 00

While the purchase of this land is very desirable and the circumstances seem to favor it at this time, still, in the opinion of this Board, considering the times, it perhaps had better be deferred, and therefore the item is not approved.

Painting and calomining----- \$1,200 00

The Board favors six hundred dollars for this item.

Roofs and gutters----- \$750 00

The constant repairing required to slate roofs, and the large number of such and of gutters in the school, will, in the opinion of this Board, require this. The item is approved.

Beds, bedsteads, mattresses, etc.----- \$2,000 00

In consideration of the fact that \$1,500 is asked for furniture and bedding in the current expense appropriation, it hardly seems that more than \$1,000 additional will be needed for new outfits, and this item is approved at \$1,000.

Fences, walks and grounds ----- \$1,000 00

In the opinion of this Board half of this amount should be made to do for this purpose and the item is approved at \$500.

Cold storage..... \$2,000 00

While it is very desirable in our large institutions to have such provision to secure and keep a certain class of stores, such convenience just at this time should be omitted, therefore it is not approved.

Gas engines (2)..... \$1,500 00

Much is required of an engine at the school. The expense now incurred to fire up your great boilers when steam is only needed to run such is great, and doubtless could be largely reduced had you gas engines to do the work required. In the opinion of this Board this provision will be in the line of real economy, and is approved.

Resetting and repairing boilers..... \$1,600 00

We are creditably informed that such work has not been done in many years, and the conditions show its importance now, and the item is approved.

Watchman's time detector, \$175; kitchen range, \$900, and fire proof vault, \$1,000. These items are approved.

Library \$500 00

The Board would suggest that book binding be taught the pupils of the school, and that they rebind all books which need it, and at this time only such appropriation be made as is necessary to accomplish this.

Yours respectfully,

L. O. STORRS, *Secretary.*

GEORGE D. GILLESPIE,
Chairman.

MICHIGAN SCHOOL FOR THE DEAF, }
Flint, October 2, 1896.

MR. L. O. STORRS, *State Board of Corrections and Charities, Lansing, Mich.:*

DEAR SIR—In answer to yours of the 25th, I am directed by our Board of Trustees to say that they appreciate the financial distress of the taxpayers as fully as any one, and agree to all the reductions, which in the opinion of your Board are necessary, with the exception of the item, "School building, \$36,000."

We beg to again respectfully call the attention of your Board to the fact that if this appropriation is not now made it will be four years before we can get any relief. With twenty-eight teachers in the school at once, we have only twenty-four rooms that we can use for school purposes. In this number are included the chapel, which is not at all fitted for school purposes, and eleven rooms so dark as to endanger the eyesight of the pupils using them.

It is hardly necessary to add that deaf children use their eyes much more continuously in school than the hearing, and being already deprived of one sense, any injury to another is a much more serious affair. Whitening the brick wall would improve the light to some extent, but not enough, and would not affect the number of rooms at all.

We cannot but think that if your Board would visit the school while the children are here, and see how they are crowded into improper school rooms, you would take a different view of the necessity of this appropriation, and so we respectfully ask you to reconsider your action and approve this item.

Very respectfully,

F. D. CLARKE,
Superintendent.

MICHIGAN SCHOOL FOR THE DEAF.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, October 21, 1896.

PROF. F. D. CLARKE, *Supt. School for the Deaf, Flint, Mich.:*

DEAR SIR—Your favor of the 2d inst., requesting the Board to reconsider its action regarding the the item "School building, \$36,000," in your proposed appropriation for 1897 and 1898, was presented to the Board at its meeting held here the 15th inst., and your request was complied with. As stated in the Board's letter of Sept. 25, last, in the opinion of this Board some of your school rooms are "dark and unfit for the purpose" and relief from this should be had, but in these times nothing more than this should be attempted. With this in view this board would favor the construction of such portion of a school building as would be needed for such purpose, the plan of the building to be such that this could be done, with a view to the plan being carried out in full at some future, more propitious time.

Yours respectfully,

L. C. STORRS,

Secretary.

SUPERINTENDENT'S REPORT.

To the Board of Trustees of the Michigan School for the Deaf:

GENTLEMEN—It gives me great pleasure, in compliance with the laws, to submit this, the twenty-second biennial report of the school under your charge, covering the time from July 1, 1894, to June 30, 1896.

During this time, in spite of the fact that we have been badly crowded, the school has made much real progress and I sincerely believe that in every respect it is better today than it was when the last report was written. Much of this progress is due to the untiring fidelity with which your board has discharged its duties, to the faithfulness and skill of the officers and teachers whom you have employed, and to the generous appreciation and support which we have so largely received from all the better classes of citizens who are familiar with our work.

ATTENDANCE.

Total enrollment for the two years.....	429
Average attendance for two years.....	360.4
Attendance for 1894-1895—Boys.....	193
Girls.....	181
Total	374
Attendance for 1895-1896—Boys.....	199
Girls.....	183
Total.....	382
New pupils admitted 1894-1895—Boys.....	34
Girls.....	27
Total.....	61
New pupils admitted 1895-1896—Boys.....	24
Girls.....	20
Total.....	44
Total admission for two years.....	105

There have been graduated or honorably discharged:

1895—Boys	22
Girls	16
Total	<u>38</u>
1896—Boys	22
Girls	17
Total	<u>39</u>
Expelled	1
Dismissed, or not deaf, or incapable	<u>9</u>

It will be noticed that there was a very large increase in the number of new pupils admitted, and in the average attendance during the year 1894-5, but that during the last year a much smaller number was admitted, and there was very little increase in the enrollment. The reason for this is, that during the first of these years we had room, gained by the removal of all the teachers from the buildings, which we filled with pupils. If we had been able to accommodate them, we would have had an attendance above four hundred, as we have had to refuse admission to 57 applicants and have made no effort whatever to secure new pupils. The relief afforded by our new dormitory will hardly be felt, as it will be filled as soon as school opens.

REPORT OF THE SUPERINTENDENT.

19

Causes of deafness.		Age when deafness occurred.	
Brain fever.	2	4	1
Meningitis.	1	1	1
Measles.	1	1	1
Inflammation of ears.	1	1	1
Spinal fever.	1	1	1
Scarlet fever.	1	1	1
— Sicknes.	1	1	1
Swallowing a nickel.	1	1	1
Catarrh.	1	1	1
Spasms.	1	1	1
Typhoid fever.	1	1	1
Spinal fever and scarlet rash.	1	1	1
— Fever.	1	1	1
Rxostosis.	1	1	1
Inf. of brain.	1	1	1
Brain and spinal fever.	1	1	1
Brain fever and convulsions.	1	1	1
Peeling of ears.	1	1	1
Discharge from ears.	1	1	1
Malarial fever.	1	1	1
Scarlet fever and diphtheria.	1	1	1
Whooping-cough.	1	1	1
Mumps.	1	1	1
Fall.	1	1	1
Ear ache.	1	1	1
Spinal complaint.	1	1	1
La Grippe.	1	1	1
Catarrh of throat.	1	1	1
Whooping-cough and measles.	1	1	1
Whooping cough and Inf. of ears.	1	1	1
Gathering of ears.	1	1	1
Congenital.	29	12	12
Unknown.	12	4	8
Boys.	56	49	105
Girls.	49	106	155
Totals.	105	155	260

Age when admitted.	
Eighth year.	1
Ninth year.	1
Tenth year.	1
Eleventh year.	1
Twelfth year.	1
Over twelve years.	1
Totals.	5

Sex.	
Boys.	2
Girls.	1
Totals.	3

CAUSE OF DEAFNESS.

The causes assigned, in the application papers, for the deafness of all the pupils enrolled are given in the following table:

Congenital	108	Af. of Spine.....	1
Unknown.....	62	Inflammation.....	1
Spinal fever.....	42	Headache.....	1
Scarlet fever.....	41	Cold	1
Spinal meningitis.....	25	Gathering in ear.....	1
Brain-fever.....	25	Spasms	1
Whooping cough.....	14	Swallowing a nickel.....	1
—Fever.....	12	Brain and spinal fever.....	1
—Sickness.....	12	Suppuration of middle ear.....	1
Catarrh.....	8	Disease.....	1
Typhoid fever.....	7	Cramps and convulsions.....	1
Earache.....	6	Blow on head.....	1
Cold in head	5	Typhoid malaria.....	1
Gathering in head.....	5	Explosion of firecrackers.....	1
A fall.....	5	Erysipelas.....	1
Paralysis.....	5	Spinal disease.....	1
Fits.....	4	Scrofula	1
Spinal trouble.....	3	A scare	1
Measles	3	Fever and convulsions	1
Ulcer.....	3	Affection of brain.....	1
Malarial fever.....	2	Whooping cough and inflammation of brain.....	1
Bilious fever.....	2	Whooping cough and measles.....	1
Summer complaint.....	1	Mumps.....	1
Diphtheria.....	1	Scarlet fever and scarlet rash.....	1
Teething	1	Congestion of brain.....	1
Inflammation of lungs.....	1	Peeling of ears.....	1
Membranous croup.....	1		
			429

ENROLLMENT.

Since 1865, the enrollment for each year has been as follows:

	Pupils.		Pupils.
1865 the term closed with.....	94	1881-2 pupils in attendance.....	249
1866 " " " "	109	1882-3 " " " "	262
1867 " " " "	116	1883-4 " " " "	271
1868 " " " "	119	1884-5 " " " "	286
1869 " " " "	125	1885-6 " " " "	304
1870 " " " "	133	1886-7 " " " "	308
1871 " " " "	148	1887-8 " " " "	301
1872 " " " "	159	1888-9 " " " "	309
1873 " " " "	163	1889-90 " " " "	299
1874 " " " "	183	1890-1 " " " "	302
1875 " " " "	196	1891-2 " " " "	295
1876 " " " "	212	1892-3 " " " "	294
1877-8 pupils in attendance.....	257	1893-4 " " " "	325
1878-9 " " " "	259	1894-5 " " " "	374
1879-80 " " " "	257	1895-6 " " " "	382
1880-81 " " " "	242		

The number of pupils admitted each year since the close of school has been :

Years.	Blind.	Deaf.	Total.	Years.	Blind.	Deaf.	Total.
1854-5.....	1	11	12	1875-6.....	8	39	47
1855-6.....	9	30	39	1876-7.....	6	28	34
1856-7.....	19	18	37	1877-8.....	7	38	45
1857-8.....	11	15	26	1878-9.....	8	29	37
1858-9.....	8	16	19	1879-80.....	2	35	37
1859-60.....	5	13	18	1880-1.....		55	55
1860-1.....	2	10	12	1881-2.....		51	51
1861-2.....	5	15	20	1882-3.....		43	43
1862-3.....	6	17	23	1883-4.....		36	36
1863-4.....		25	25	1884-5.....		40	40
1864-5.....	11	22	33	1885-6.....		58	58
1865-6.....	5	14	19	1886-7.....		35	35
1866-7.....	6	17	23	1887-8.....		30	30
1867-8.....	8	19	22	1888-9.....		40	40
1868-9.....	6	21	27	1889-90.....		46	46
1869-70.....	6	21	27	1890-1.....		41	41
1870-1.....	8	25	33	1891-2.....		41	41
1871-2.....	6	26	32	1892-3.....		45	45
1872-3.....	10	27	37	1893-4.....		70	70
1873-4.....	13	41	54	1894-5.....		61	61
1874-5.....	7	34	41	1895-6.....		40	40
Blind admitted.....							172
Deaf admitted.....							1,388

TERMS OF ADMISSION.

Our school is intended to supplement the public schools. All children residing in this State, between seven and twenty-one years of age, capable of attending school and profiting by instruction, who from defective-hearing cannot be taught in the public schools, are admitted here. There is no charge for anything except clothing and traveling expenses. In cases where parents cannot furnish these the law provides that on certificate of proper officers, they shall be paid for by the school.

It should, however, be always remembered that this is a school and not a home, an asylum, or a reformatory. Children in such poor health as to be unable to attend school regularly, or who have not sufficient mental ability to receive instruction, cannot be admitted. Neither will any who prove utterly incorrigible be retained. Progress is the test. If a pupil does not learn, and there seems no hope of learning, we cannot keep him here simply to give him a home.

There is a general idea among those who give the subject little attention, that the marriages of the deaf add very largely to the number of deaf children born. This view, however, is not borne out by the attendance in this school as we have only two children here who have deaf parents, and both of these are the children of persons who lost hearing by disease. The intermarriage of near relatives, as far as this State is concerned, seems to be responsible for a much greater number of deaf offspring.

ATTENDANCE BY COUNTIES.

Alcona.....	1	Kalkaska.....	1
Allegan.....	7	Kent.....	20
Antrim.....	8	Lapeer.....	6
Alpena.....	1	Lenawee.....	4
Arenac.....	2	Mackinac.....	5
Baraga.....	1	Macomb.....	3
Barry.....	4	Manistee.....	10
Bay.....	20	Marquette.....	6
Berrien.....	10	Mason.....	4
Branch.....	7	Mecosta.....	4
Calhoun.....	6	Menominee.....	2
Cass.....	3	Monroe.....	5
Charlevoix.....	2	Montcalm.....	5
Cheboygan.....	6	Montmorency.....	1
Chippewa.....	1	Muskegon.....	10
Clare.....	2	Newaygo.....	3
Clinton.....	8	Oakland.....	3
Delta.....	2	Oceana.....	6
Dickinson.....	3	Osceola.....	3
Eaton.....	6	Oscoda.....	1
Emmet.....	1	Ottawa.....	3
Genesee.....	23	Sanilac.....	3
Gogebio.....	2	Presque Isle.....	1
Grand Traverse.....	3	Saginaw.....	10
Gratiot.....	7	Schoolcraft.....	1
Hilldale.....	3	Shiawassee.....	10
Houghton.....	10	St. Clair.....	12
Huron.....	13	St. Joseph.....	3
Ingham.....	3	Tuscola.....	4
Ionia.....	7	Van Buren.....	4
Iosco.....	7	Washtenaw.....	12
Iron.....	1	Wayne.....	60
Isabella.....	5	Wexford.....	2
Jackson.....	5		
Kalamazoo.....	4	Total.....	420

AGE OF ADMISSION.

The law has fixed the age of admission in this State, between seven and twenty-one, but wisely allows the Board of Trustees the privilege of admitting those who are younger or older, if they see fit. In several instances your board has taken children under age, who otherwise would have had no proper care. While these little ones rarely keep up with their classes, and I would not advise that many such should be taken without special provision for their care in a separate building, I think that considering the circumstances, the action of the board in these cases has been wise. We have not been so fortunate with those over age. After a person passes the age of twenty-one, without training, habits become so fixed that obedience to the necessary rules and restrictions of a large school; an obedience that is necessary for the comfort of others and the smooth working of so large a household, becomes very irksome, and it is doubtful if the good done to the over-age applicant, is not more than counterbalanced by the friction which arises from his presence in school.

NEW APPOINTMENTS.

Miss H. L. Richmond, who has been for years assistant matron and for two years matron, resigned to take effect July 1, 1894. She was one of those women fitted both by nature and training to fill this most arduous and exacting position. No officer ever resigned taking with her more sincere regrets of all who had known her, than Miss Rich-

mond did. She was succeeded by Miss Martha Drury, a native of Illinois, and a lady thoroughly acquainted with her duties by long experience. She has proven herself all that we hoped, and by the management of her department during the Teachers' Convention here last July, she has won a national reputation as a perfect matron.

At the beginning of the school year in 1894, changes were made in the printing office and the shoe-shop. The improved condition of both shops shows the wisdom of these changes. Mr. P. P. Pratt came to us from the Ohio school, and under him our shoe shop has become one of the best in the country. The boys, who formerly could hardly be kept in order there, have become diligent and contented, and the quality of the work done has very greatly improved. A great saving has been made by manufacturing whole shoes, in place of buying uppers and putting soles on them. This has enabled us to have a number of girls get some training in the shoe shop.

Mr. C. S. Barns wrought a like change in the printing office. His knowledge of printing machinery saved us in the start more money than his salary during the whole time he was with us amounted to, as he overhauled a press at a cost of fifteen cents, which we had thought almost worthless, and left it in splendid order. Under his management the receipts of the office increased more than five-fold.

A more lucrative offer last January induced him to ask for a release from his engagement, which your Board granted him. His place was filled by E. M. Bristol, a graduate of our own school, who, though beginning in the middle of a school year, has done splendid work.

In September, 1894, the increase in the number of pupils made it necessary to have additional teachers, and Misses Jessie Ballantyne, Annie Ford, Carrie F. Elwood, and Mary Knickerbocker, graduates of the Flint high school, were appointed. At the opening of the school in 1895, Mrs. Mary Simpson and Miss Belle Sohrikema, both graduates of this school, and the former a teacher of some years' experience in the South Dakota school, were appointed teachers, and Miss Grace Lookhead was appointed as an articulation teacher. Two of these filled places made vacant by the resignation of Miss Ida M. Jack of Belleville, Ontario, and Miss Lina Hendershot of Monroe.

We have been very fortunate in our appointments of new teachers. All of them have entered their work with great earnestness, showing an amount of zeal in taking every means to fit themselves for it, and an interest in their pupils, which will certainly in a few years make them the equals of any teachers.

In September last Mr. Webber resigned the position of supervisor which he had held for some years, and was succeeded by Mr. Mark Piper, a graduate of the Flint high school, who has discharged his duties, which are very exacting and somewhat bewildering to one not familiar with deaf children, in the most satisfactory way.

THE SCHOOL.

There has been no change worth mentioning in the method of teaching.

Persistent normal training, which all of the younger teachers enjoy, has borne fruit in a similarity of work and a spirit of harmony which exists to a greater degree than ever. The prevailing motive of all our teachers is, that thought must precede expression, and that a very little independent

thought on the part of the pupil is worth a great deal of text-book cramming. We have made many advances in little things; no one of which amounts to much, and yet all together they make a very decided improvement.

Our classes are still larger than they ought to be for the best work, especially the younger classes. Teaching the deaf involves so very much individual work, where, for a time at least, the whole attention of the teacher must be given to one pupil, that rapid progress in large classes is utterly impossible. None except those who have taught the deaf can realize the very great difficulty of teaching English to those who have no knowledge of any language, and few can realize the utter ignorance of a child born deaf.

No money expended makes a better return in dollars and cents, than that which every state in the union now expends on the education of deaf children. Those who would grow up utterly ignorant and entirely irresponsible, outside of the pale of the law, a menace to society and a heavy burden for life, either on their friends or the community, are transformed into honest, law-abiding, self-supporting citizens, remarkable for the way in which, as a class almost without exception, they observe the laws, and discharge the duties of citizens.

SPEECH TEACHING.

At the risk of repeating what has been said in the last report, I must state clearly the stand at this school on the question of teaching speech. While we have not had the means to do as much in this direction as we wish, the last legislature having refused our request for additional skilled teachers in this specialty, yet we do retain the speech of all those children who come to us with any speech whatever, and also teach those who have a decided ability in acquiring speech, to talk.

Any deaf-mute of ordinary ability can be taught articulate speech to a certain degree. A large proportion of them, however, only acquire a mechanical speech, impossible for those not familiar with them to understand; and the use of which they almost certainly discontinue as soon as the daily drill in the school room is stopped, the acquisition of even that useless amount of speech often requiring so much of the school time that proper instruction in other studies cannot be given, and a child, who, taught by other methods, would be of at least ordinary intelligence, is regarded as feeble-minded or decided dull.

Other deaf children acquire a useful amount of speech without the expenditure of such a large amount of their school-time. These are those who have some remnant of hearing left; who had learned more or less speech before losing their hearing; or who some way have a natural ability for learning to speak. What the proportion is between these two classes, one of whom should have their speech cultivated while the other should not, is not known. Neither can anyone say, except after a long trial, that a child will not acquire speech with proper instruction. The only reasonable way is to make a serious attempt to teach speech and discontinue it only when convinced that it is useless; and even after one trial, if the development of the mind and strengthening of the will power, which is sure to come from education, make it seem probable that a second attempt would be successful, that attempt should be made. Every new pupil admitted should receive regular systematic instruction in speech for a

long time, at least a year, and this instruction should only cease when it is evident that no progress is being made, or is probable. It is not necessary, as many claim, that all of the pupils' time in school should be given to this, or that the development of the mental faculties wait for speech.

The pupils of this school, even those who had received only half an hour a day instruction in speech, when exhibited at the Fourteenth Convention of American Instructors of the Deaf, held here in July, 1895, compared favorably in speech with those from other schools who had devoted their whole time to it, thus proving beyond a doubt that the position here taken is the correct one.

Some of those who come to us speak so well, or acquire speech so easily and rapidly, that it seems best to put them into classes where speech is used regularly in their instruction. We have six such classes now.

We should strive then to give our pupils:—regular daily instruction in speech for a portion of the time to all the new pupils, such instruction to continue until it is sure that the pupil will not profit by it; and should form those, whose speech will admit of it, into separate classes, to be taught by speech. We have not as yet been able to do this as fully as we wish. We have, for lack of means to employ teachers, been obliged to discontinue teaching speech to some, whom we were not sure were incapable of profiting by farther instruction; and we have some who might be taught wholly by speech if in smaller classes than we are able to afford. We hope, however, to change this next year.

The following table giving information concerning schools either of about the same size as ours or in the same section of the country, is submitted for the purpose of showing that both in the numbers taught speech and in the number of pupils to a teacher Michigan does not take the advanced position we would like to see her occupy.

Name of school.	Location.	No. of pupils.	No. taught speech.	No. teachers of speech.	Total No. of teachers.	Percentage taught speech.	No. pupils to each teacher.
Michigan.....	Flint.....	868	126	7	26	84+	14.15
Kentucky.....	Danville.....	296	153	9	21	51+	14.09
Ohio.....	Columbus.....	371	93	6	27	24+	18.74
Western Pennsylvania..	Near Pittsburg	193	73	3	15	36+	13.26
Indiana.....	Indianapolis...	303	57	4	23	18+	13.17
Illinois.....	Jacksonville...	407	193	7	37	29+	13.17
Central New York.....	Rome.....	129	54	2	10	41+	12.90
Minnesota.....	Faribault.....	203	107	5	18	51+	11.44
Wisconsin.....	Delevan.....	185	81	3	17	43+	10.88
Pennsylvania.....	Philadelphia..	502	350	36	47	69+	10.68
Western New York.....	Rochester.....	154	154	5	16	100+	9.56
American.....	Hartford.....	159	109	4	18	68+	8.83
Maryland.....	Frederick City.	92	50	3	11	54+	8.36

Though in the last two years Michigan has somewhat reduced the number of pupils to a teacher and has increased the percentage of those taught speech it will be seen that our school is still much behind others in both respects.

The table shows that while some schools have only eight or nine, and most of them less than twelve, our school has more than fourteen pupils

to each teacher. The Hartford, Rochester, and Maryland schools, with their small classes, can grade better, and do better work than any school where so many as fourteen pupils must be given to each teacher. The education of the deaf demands much individual attention. When, owing to the size of the class, this cannot be given, not only do the pupils suffer for the lack of it, but because they cannot be kept constantly at work while in school, they acquire bad habits. We should certainly be able to so classify that no more than twelve pupils should be in one class; and if this number could be reduced to ten, or even to eight it would be in most cases a great gain to the pupils.

TEACHERS.

The importance of trained teachers in our work cannot be over-estimated. Teaching the deaf is a specialty. Experience in other teaching is of little use here. The teacher of the deaf should in the first place be a person of the best moral character, full of energy and tact, and highly educated. In addition, long training under a good superintendent and with experienced teachers is necessary. Love for the work and for the children, are also qualities without which no one should teach. Any corps in which every vacancy is filled with untried teachers, must rapidly deteriorate, unless each person who shows inaptitude for the work is promptly dismissed.

We have labored hard to train teachers for our work during the past two years, most of the new teachers who have been appointed having given the best part of a year to fitting themselves for their places, by doing regular school work in a class with an experienced teacher, before they began to teach. The interest taken by the older teachers in their "cadets" does not end with their appointment as teachers, but continues indefinitely, much to the benefit of the new teacher. But even with this training, there are times when we must employ experienced teachers from other schools to keep our corps up to the high standard which we wish.

It is the settled policy of this school, and has been for many years, to give to every pupil here a thorough training in some useful handicraft, and with our growing numbers, we should increase the number of our trades, so that we can offer a greater variety to choose from.

The Schools for the Deaf in America were the first schools to adopt trade teaching as a regular part of their course of instruction. The first school-shop, which is still in existence, was founded in 1825. Although this early start was made in teaching trades, we have of late years hardly kept up with the progress of the times in this direction, especially in the number of industries taught.

The Michigan school stands very well in front in the thoroughness of its manual instruction. Every pupil, above the fifth grade, is obliged to spend four consecutive hours a day at work. Many other schools argue that it would be better to break this time into two or more portions, but as we wish to form the habit of industry in our children, and as this arrangement seems to do so, we do not feel like changing a plan that has worked so well for such a long time.

Since the foundation of this school it has sent out 1,161 graduates. They are scattered all over our State, and in almost every state west and south of us. Of course, among so many, there are some of whom we have lost sight, but of those whom we do know, all who ought to be self-sup-

porting are earning an honest living, and most of them take a high stand in those industries which they follow. Not one has ever been in any of our State prisons.

We attribute this very largely to the fact that the industrial training we give our children teaches them to look upon labor as honorable and desirable, and to consider an opportunity to work as a great blessing.

Last year twenty-five of our boys received instruction in cabinet making, and the work and workmen turned out from our shop were superior to that of any school shop in the world. The shoe shop has been entirely reorganized and the character of the work done is as good as any. Those who have learned a trade there have had no trouble in getting employment. We now make as good shoes, from the finest to the coarsest, as are made anywhere. Every boy who finishes the course, for there is a regular course just as there is in any school, learns the whole of the shoemaker's trade, and is competent to take any place in any factory, or, as formerly, on a cobbler's bench in a small village. The girls learn those parts of the trade usually followed by women, doing almost all the work on the uppers, including buttonhole-making, etc. There were thirty-eight pupils here last year.

Three boys worked in the bakery and are learning the trade. Owing to the fact that we do not have an "instructor" in this branch, we do not have more pupils here than can be employed constantly.

Our printing office has given employment to twenty-three pupils, and has turned out a very large amount of work. Beside the publication of *The Mirror*, our regular weekly paper, a great deal of printing for the school, consisting of blanks, envelopes, circulars, etc., has been done.

The proceedings of the Fourteenth Convention of the American Instructors of the Deaf, a volume of more than five hundred pages, and a History of our School, illustrated by many engravings made by our own pupils, and intended for free distribution at the National Conference of Corrections and Charities, have been printed here.

Owing to the change in the printer's trade produced by the general introduction of typesetting machinery, we have been in considerable doubt as to what to do with this trade; but we have about settled on the plan of making our instruction very thorough, especially in press and job work, with which the machines do not interfere. We do not, however, think that it is a good trade to teach girls, and do not encourage them to undertake it, except in those cases where relatives and friends stand ready to give them work.

New quarters are greatly needed for this trade. The present building is hardly strong enough to stand the constant vibration of the heavy press, and it is impossible to teach presswork without running the press a great deal.

Tailoring is our youngest trade, and as yet we are not thoroughly satisfied as to the wisdom of training many boys in it. We have not had many graduates, and those who have graduated from it, have chosen other occupations. For the girls, who form a majority of the pupils taught this trade, it has proved a most excellent training.

Our dressmaking and sewing class where sixty-two girls, under the instruction of Miss Agnes Ballantyne, learn to sew, and at least enough of dressmaking to make their own clothing, is one of the most badly crowded portions of our whole school. Not only are there usually more pupils here than one woman can properly instruct, but, when all are

present, the room available is not sufficient for them to work with the freedom and ease that are necessary for rapid progress. Badly as we need more room in other places, there is no place about the school where the good of the pupils as imperatively demands it as it does here. Dozens of girls, who should have regular instruction in these arts, are waiting for room, in which they can learn them. Every girl who goes through our school should spend a part of her time in these classes; even if she selects another trade by which to earn a livelihood.

We hope to be able to divide this class, teaching plain sewing to all our girls in the lower classes, and dividing the older ones into two sections, one of which will learn dressmaking, cutting and fitting; while the other has a thorough course of millinery work.

The teaching of drawing and kindred branches has long been the settled policy of our school. Our art department has gradually expanded and though Mrs. H. R. J. Mercer has met all of the demands made upon her, yet she has been seriously hampered by the lack of room and by inability to find time for all she should teach. More room and at least one additional teacher are needed, and a very great extension of the art work we are at present doing should be made if we are going to keep up with our neighbors.

ADDITIONAL TRADES.

It is a trite saying that every woman should know how to cook, even if she never cooks for a single hour after she has learned. Many of our girls come from farms, and could carry home no more useful accomplishment than the ability to cook well for a farmer's family. It might seem that nothing was needed to teach them this, except to allow them to go to our kitchen and receive a little explanation while helping to prepare meals for their schoolmates. But the knowledge they could acquire there, with the large quantities and special apparatus we use, would be of little use, except in the kitchen of a large hotel. Neither could we afford to make a school room of our kitchen. It would greatly inconvenience us to have a meal half an hour late, while the consequence of spoiling a dinner for which four hundred healthy children were waiting would be sad. If cooking is to be taught, a separate kitchen must be provided with the appliances and quantities found in the usual family.

In addition to the extension of the dressmaking, and the introduction of the teaching of millinery as a new trade for girls, we ought to do something more for our boys. Mason work, bricklaying, plastering, and stone cutting, are all trades that are taught in trade schools with great success, and it does seem as if we might at least make a beginning in these lines.

If a continuing appropriation for a building, such as we will need some years in the future, could be made in such a way that we could build it entirely by the labor of our own pupils, there would be a saving in money to the State, at the same time that some of our pupils would be learning a useful trade. All that would be necessary would be to relieve the Board from the law compelling the letting of the building by contract, and the employment of a teacher of each of these trades, instead of workmen. Buildings have been so built in other states, and there is no reason why they should not be in Michigan.

A beginning should be made in the teaching metal working of some sort to our boys. Metal and stone workers command almost double the

wages that woodworkers do, and with a proper and not very expensive plant these trades could be taught to the deaf. The wisest way to begin would be to build a small furnace, and begin the manufacture of some small brass objects, for which there is a steady demand, and the cost of which consists principally in the labor expended upon them.

BUILDINGS.

Our school has grown to the utmost capacity of our buildings in every direction. Had the modest estimate made last year, which proved to be entirely below what we needed, been granted us, we would have been in a much better condition than we are. After most carefully and conscientiously excluding every thing that your board thought it possible to get along without for a period of two years, our estimate of special appropriations asked for amounted to \$29,646, and we were allowed \$11,021. The consequence has been that ever since we have been compelled to refuse admission to pupils who wished to come to us. The scanty appropriation for a dormitory did not furnish more room than was needed by pupils who had been waiting a year for accommodation, and our dormitories will be filled again to their utmost capacity, as soon as school opens in the fall.

With thirty-one classes, each of which should be in a separate room, we have only twenty-three rooms that can be used for class rooms; and of this number five are basement rooms absolutely unfit for use as school rooms, because they are very badly lighted and poorly ventilated; four more are, though better ventilated, unfit on account of deficient light; and two others were never intended for school rooms at all, and like the others are too dark. It is not believed for a single moment that the good people of Michigan intend that half of the rooms used by the deaf children of this State for school purposes should be such as to threaten an injury to their sight—a sense made doubly dear to them by loss of hearing—and as strongly as possible I urge the immediate erection of a modern, well-lighted school building. The estimate for such a building is submitted. The rooms vacated could then be used for the purpose for which most of them were originally built:—sleeping rooms, for which, all except those in the basement, are fairly well fitted.

Another place which demands immediate relief is the dining room. Originally designed for 280 pupils, it is badly crowded even after all the younger pupils have been cared for in another room. Where the additional fifty pupils, whom we expect next fall, will eat, is an unsolved problem. The only solution which at present can be thought of, is the extremely awkward one of having part of the pupils eat at a second table. This will occasion very great inconvenience, and seriously interfere with the smooth and regular working of the school. An estimate for additional room is submitted.

Hardly a year passes without our feeling the need of a cottage hospital. Two years ago we asked for it, and failed to get it. This last year we ran dangerously near having an outbreak of a contagious disease, which would most probably have prevented us from sending our children home.

Should such a thing ever occur, and it may happen any year, the added expense will very soon amount to much more than the cost of a hospital. The request for such a building is respectfully renewed. We have been put to heavy expense during the year just closed in repairing our shop

building. Experts say that the cause of the trouble is the vibration caused by the operation of our heavy printing press in its present position. Our printing office is already too small for the use for which it is intended, and we have no place to which we could remove it, and have the press nearer the ground. We also sadly need more room for our dressmaking classes, tailor shop, and art department; to say nothing of any new trades. It will require for this purpose \$5,000.

FIRE PROTECTION.

The last Legislature gave us an appropriation of \$2,021, for the laying of additional water ways and erecting stand pipes. Owing to the great advance in the cost of iron pipes, between the time when this estimate was made, and the time when the appropriation became available, we were not able to get quite as many stand pipes as we needed. The mains have been laid, and the pressure at the school is now all that is needed, but we still lack two stand pipes and about 1,150 feet of 4-inch hose to make this system perfect. For this purpose \$1,200 is needed.

OTHER NEEDS.

Our regular supply of water for all our buildings above the first floor has to be pumped by our own steam pump. The one we are using is past its days of usefulness, and it is only by constant and steadily increasing repairs and by the use of an excessive amount of steam, that it is kept up to its work; \$750 is requested for a new pump and placing it.

For many years this school has been compelled to hire land adjoining our farm for pasturage and raising corn for ensilage. This land is now in the market and can be bought for \$5,000. This amount was asked for two years ago and refused on account of the hard times. We need this land, and will never be able to get on without it. The State can afford to own it better than to continue to hire it. It will probably never be as low again. An appropriation is asked for this purpose.

Repairs to plastering, painting and calcimining in buildings as large and as old as these, is a very heavy item of annual expense. The sum of \$1,200 is asked.

We have not had, during the two years just past, our usual appropriation for "roofs and gutters," and our "current expense" fund has not been in a condition to do all that should be done. As a consequence, we will need more than has been usually granted for this purpose. An appropriation of \$750 is asked for.

We will have to buy during the coming two years, at the very lowest estimate, a hundred additional bedsteads, mattresses, springs, blankets, etc., for additional pupils, and ask for the sum of \$2,000 for this purpose.

For fences, walks, and grounds the sum of \$1,000 is asked. With a large lawn to keep in order, a large farm to keep well fenced, and a great amount of new walk to lay this amount is needed.

COLD STORAGE.

Living in a county which produces very largely butter, eggs and other perishable farm products, that are much lower in summer, when our school is not in session, than they are in winter when we use large quan-

tities of them, your board have thought it wise to ask for an appropriation to supply a suitable cold storage house, so that we could take advantage of the low price of such provisions in the summer to lay in a year's supply. The sum of \$2,000 is asked for this purpose.

GAS ENGINES.

Our fuel is one of our heaviest expenses, and the problem of how to make this lighter is ever before us. Careful estimates make it appear that the introduction of three or possibly four gas engines, at points where we need power would result in a great ultimate saving. We ask for \$1,500 for this purpose.

BOILERS.

Our boilers need resetting and a renewal of a large part of the front and foundation. Sixteen hundred dollars will be required to put them in order. The absolute necessity of this has been mentioned by every expert who has examined them. The repairs would have been made before this, if we could have spared money from our current expenses.

WATCHMAN'S TIME DETECTOR.

It has been thought wise to place one of these appliances in the school, and a firm, who were putting in another in Flint, offered to put one in, subject to the action of the Legislature, at an expense of \$150. To extend this to our new dormitory will cost about \$25 additional. An appropriation of \$175 is asked to meet this item.

KITCHEN RANGE, ETC.

The range in our kitchen has been in constant use for at least fifteen years, and has reached that age where the annual cost for repairs is so high, that it will be economy to replace it with a new, and larger one; \$900 is asked for this purpose.

FIRE PROOF VAULT AND SAFE.

The records of this school, with the exception of the books in actual use, are stored in an attic room, and in case of fire would certainly all be destroyed.

The safe in the steward's office also is neither fire nor burglar proof and an appropriation of \$1,000 is requested to furnish a proper vault and safe.

A recapitulation of all these items will be found in the letter to the State Board of Corrections and Charities printed in the first part of this report.

In these estimates every item has been given the closest attention, and nothing has been asked for that the good of the children does not imperatively demand. While deafness is a heavy affliction, preventing as it does the development of the mental faculties, and consequently the formation of the character, it is one that can be so greatly alleviated by education that we can truthfully say that, laying aside all consideration of charity, it pays the State in dollars and cents to educate her deaf children.

NEW DORMITORY.

It is by law made the duty of the superintendent to state in his bien-nial report how far the suggestions made by the Board of Corrections and Charities, and the State Board of Health, in regard to the plans of any new buildings were carried out. The plans for our new dormitory were submitted to both of these boards and carefully examined. All of the suggestions made by either were accepted by the board of trustees of this school, and embodied in the plans and specifications, with the exception of a cement floor in the basement. This we were obliged to omit for lack of money. It can easily be added in the future.

The building is under contract to be finished on August 15, and will be a partial relief to our overcrowded condition.

AN EARLY APPROPRIATION.

In making these estimates it has been assumed that the appropriation for the year 1897 will be available on or before the 31st day of March. The laws allow all State institutions to draw for their maintenance during the first three months of the year on which the Legislature meets, a sum equal to a quarter of what was appropriated for current expenses in the preceeding year. This amount will enable us to run three months without inconvenience, but unless the new appropriation is then available, money will be needed. Either it must be advanced by some one, who will expect to be paid for it, or those with whom we deal, and those dependent upon the salaries and wages received must wait. If three months is not long enough time to consider and act upon the estimates for the next two years, we earnestly ask that the law be so amended that we can draw still another quarter of the appropriation of the preceding year, when it is needed.

REPAIRS AND IMPROVEMENTS.

The fact that we have no special appropriation for these purposes has not prevented us from being called on to make quite an outlay for them. During the two years some of the heaviest expenditures have been: The erection of a large silo, and the purchase of machinery for cutting corn. The rebuilding of a portion of the brick wall of the laundry, and repairs to the roof of the same. The repairing of the roof and the walls of the industrial building, which, from the vibration of the heavy printing press, or some unknown cause, was in danger of falling. The reflooring and placing many new beams in the kitchen floor; the repair of an archway between the chapel and the main building, which was collapsing under the weight of a large water tank. The relining of the large refrigerators and renewing many of their timbers. The rebuilding of the walls and enlargement of the ice house; the renewal of the steps leading to the steam pump at the well, and very many smaller items.

HEALTH.

During the two years just closed the health of the school has been very good. With the exception of one case of rheumatism, and one of pneumonia, we have had no dangerous cases, though coughs and colds, and

the usual sicknesses of children have kept our doctor and nurses busy. In addition to this work, Dr. Murray has fitted up a room for the special treatment of diseases of the ear, nose and throat and has given treatment to many of our pupils.

PHYSICAL TRAINING.

For the first time in the history of our school our girls have had the benefit of training in physical culture, from a regular instructor, and the very great advantage and usefulness of this instruction has been shown in their movements and carriage, though of course a much longer time is needed for us to see the best results of such training. Miss Brow has succeeded, however, beyond what we expected, and we hope to be able greatly to extend the work in this line. Schools for the deaf in the neighboring states are supplied with regularly equipped gymnasiums and regular teachers, who give all their time to this work, and in every such school they speak very highly of the good done the children by it, especially of its beneficial effects on the girls. While in these hard times it is not thought wise to ask for an appropriation for this purpose, still we hope that the time will soon come when we can do so.

CONVENTIONS.

The superintendent of this school has always been expected to attend the meetings of the State associations of the superintendents of the poor, and county agents of the Board of Corrections and Charities, and in accordance with the custom has attended the meetings at Adrian, Charlevoix, and Flint, and has had the pleasure of entertaining one session of the latter convention at the school. Such meetings do a great deal of good, both to those participating and to the community where they are held.

OUR REUNION.

The alumni association of our own school asked for the privilege of holding a reunion at the school in June, 1895, which was cheerfully granted by the Board. One hundred and fifty-five of them came, and spent three days, in which they had a full literary program, but the best part of the meeting was the renewal of old friendships, and the social intercourse of those to whom such an occasion is one of the rarest and most joyous of life. No school ever gathered a more honest and self-respecting meeting of its graduates. It was indeed an object lesson, showing the sterling worth of the work done here during the past forty-two years.

THE FOURTEENTH CONVENTION.

By the special invitation of your Board, and the Governor of the State, the American Instructors of the Deaf held their fourteenth convention at this school, July 2 to July 9, 1895. These conventions have been held every four years since the war, have been a source of great inspiration to those who attend them, and have certainly done much to raise the standard of the work of educating the deaf in this country. Three hundred and twenty-nine delegates, from thirty-five states and territories, the District of Columbia, and the Canadian Provinces, were in attendance;

and the time was spent in work of the most earnest sort, nearly half of it being given to a regular normal section, in which actual school room methods were explained and illustrated.

Governor Rich welcomed the convention on behalf of the State in an address that was greatly appreciated, while Hon. C. B. Turner discharged the same pleasant duty for your Board.

Our visitors left us declaring this to have been the most pleasant and profitable meeting they had ever held, and with a greatly increased respect for the people of Michigan, their institutions, and their ability as entertainers. Nor was the Michigan school forgotten in the distribution of the honors of the convention, the vice presidency of the association and representation on three of the most important committees coming to us.

The effect of the convention on our people and our school was equally fortunate, the former recognizing that teachers of the deaf were a large body of earnest, cultivated, devoted men and women; while I attribute to the convention a feeling of pride and enthusiasm in their work, to which is very largely due the superior excellence of the last year's work by our teachers.

THE NATIONAL CONFERENCE OF CORRECTIONS AND CHARITIES.

The meeting of this body, composed of representative men from all parts of America, was held at Grand Rapids, June 4 to June 10, 1896. This school sent a full exhibit of school and industrial work which was carefully placed in position and attended by one of our teachers, Mr. T. P. Clarke, and did much to show the usefulness of our school to the citizens of our own State. A half-hour was given by the association to present to the audience a little of the work done at the school in teaching speech, which was done by exhibiting five of our pupils, who lived in or near Grand Rapids or Flint. Though at the close of a long and very hot meeting, the audience was greatly interested and impressed with the fact that it was not necessary to send deaf children away from this State to give them a thorough training in speech.

In closing this report I desire to thank your board for the kindness, consideration and support which you have always shown me, and for the zeal and faithfulness with which you have labored for the children committed to your care. I doubt if any similar board can show a record of attendance as regular as yours, while your resident member for weeks at a time has been a daily visitor.

Almost all of the officers, teachers and employés have also shown a very commendable spirit, both in the performance of their duties and in their desire to do all that they were able to promote the welfare of the school.

It may be presumptuous to suppose that the affairs of a school of this sort are of special interest to the Creator and Preserver of mankind, but I more and more believe that He shelters and protects such institutions, bringing to pass that which is for their permanent good, and defending them from all who would do them hurt; devoutly praying that the Michigan School may ever continue to receive His special care in the future, and thanking him for the blessings, of the past, I am,

Very respectfully yours,

FRANCIS D. CLARKE,

Superintendent.

REPORT OF THE PHYSICIAN.

To the Board of Trustees for the Michigan School for the Deaf:

GENTLEMEN—I have the honor of presenting to you my medical report for the time between June 4, 1894, and June 1, 1896.

There have been no deaths during these two years. We have had two fractures of the arm, both upon the same boy, occurring at different times, and one very severe case of pneumonia. In 1894 we had one case of scarlet fever and the next year three cases, also one case of typhoid fever.

There are always some pupils who need treatment for various chronic diseases, especially of the throat and ear. By patient persistence in treatment I have materially helped some of these cases.

I sincerely thank all the officers, teachers and assistants for their uniform help and courtesy. I am gentlemen,

Yours respectfully,

R. N. MURRAY, M. D.

PUPILS PRESENT IN 1894-5 AND 1895-6.

GIRLS.

Name.	Postoffice.	County.
Adams, Helen	Detroit	Wayne.
Allen, Hattie	Albion	Calhoun.
Anderson, Berthilda	East Lake	Manistee.
Andrews, Phebe	Temple	Gratiot.
Artlip, Pearl	Grawn	Grand Traverse.
Aumaugher, Maud	Rathbone	Gratiot.
Beckman, Bertha	Burr Oak	St. Joseph.
Baldwin, Maud	St. Joseph	Berrien.
Barger, Luella	Butternut	Montcalm.
Belrose, Rosa	Vulcan	Dickinson.
Betzler, Elizabeth	Calumet	Houghton.
Blackmore, Alma	Davison	Genesee.
Bohn, Lizzie	Riggsville	Cheboygan.
Bohn, Anna	Riggsville	Cheboygan.
Bond, Rosina	Hancock	Houghton.
Boven, Mary	Holland	Ottawa
Bradley, Edith	Pompeii	Gratiot.
Brierton, Mary	Kinde	Huron.
Burling, Bertha	Dowagiac	Cass.
Bush, Susanna	Grand Rapids	Kent.
Butler, Julia	Inkster	Wayne.
Budnick, Mary	Posen	Presque Isle.
Blakley, Blanche	Samaria	Monroe.
Brown, Iva	Almena	Van Buren.
Brownrigg, Helen	Lawndale	Saginaw.
Bates, Kittie	Shelby	Oceana.
Barker, Kate	Vestaburg	Montcalm.
Carney, May	Leoni	Jackson.
Carpenter, Mabel	Grand Rapids	Kent.
Carr, Ethel	Big Rapids	Mecosta.
Carr, Minnie	St. Charles	Saginaw.
Charbona, Rose	St. Ignace	Mackinac.
Choate, Lena	Greenville	Montcalm.
Clark, Grace	Vicksburg	Kalamazoo.
Cochran, Fannie	Bangor	Van Buren.
Compton, Emily	Kawkawlin	Bay.
Crittenden, May	Chesterfield	Macomb.
Casey, Mary	Saginaw	Saginaw.
Daoust, Mary	Stanton	Montcalm.
Dehullu, Emma	Detroit	Wayne.
De Witt, Winifred	Flint	Genesee.
Dobbyn, Linnie	Pinconning	Bay.
Dumas, Rosana	Norway	Dickinson.

GIRLS.—CONTINUED.

Name.	Postoffice.	County.
Ellis, Elsie	Mt. Pleasant	Isabella.
Everett, Rose	Canboro	Huron.
Ellsworth, Blanche	Riverdale	Gratiot.
Fairchild, Maud	Charlotte	Eaton.
Fairbanks, Ettie	St. Johns	Clinton.
Fay, Edith	Swartz Creek	Genesee.
Fleischer, May	Wayne	Wayne.
Frace, Georgia	Ainger	Eaton.
Fry, Catherine	Yale	St. Clair.
Fuhrman, Ellen	Ypsilanti	Washtenaw.
Fuller, Alice	St. Sault Marie	Chippewa.
Gage, Kittie	Charlotte	Eaton.
Gardner, Agnes	Bentley	Bay.
Geisel, Amelia	Detroit	Wayne.
Giles, Gertrude	Grand Rapids	Kent.
Gillespie, Malvina	Hastings	Barry.
Gilmore, Fannie	Eaton Rapids	Eaton.
Gingrich, Martha	Reed City	Osceola.
Goede, Caroline	Detroit	Wayne.
Goossen, Gertrude	Muskegon	Muskegon.
Graham, Gladys	Yorkville	Kalamazoo.
Gray, Ivy	Detroit	Wayne.
Hamilton, Bertha	Fenton	Genesee.
Hamilton, Grace	Saginaw	Saginaw.
Hardenburgh, Jennie	Pontiac	Oakland.
Hardenburgh, Aby	Pontiac	Oakland.
Harris, Maud	Grand Rapids	Kent.
Hawley, Blanche	Mason	Ingham.
Hazen, Myrtle	Lansing	Ingham.
Herbst, Anna	Bay City	Bay.
Herrington, Millicent	Rochester	Oakland.
Holeck, Josie	Ironwood	Gogebio.
Holtz, Bertha	Albion	Calhoun.
Howell, Lillie	Carland	Shiawassee.
Hummell, Mabel	Nashville	Barry.
Hurlbert, Ina	St. Johns	Clinton.
Histola, Mary	Hancock	Houghton.
Irving, Marie Louise	Detroit	Wayne.
Johnson, Christine	Negaunee	Marquette.
Johnston, Johanna	Huron	Huron.
Johnston, Sarah	Huron	Huron.
Jones, Grace	Ypsilanti	Washtenaw.
Jones, Malvina	Brinton	Isabella.
Kampa, Gezina	Zeeland	Ottawa.
Kelly, Josephine	Niles	Berrien.
Kennedy, Maria	Elk Rapids	Antrim.
Kirby, Maggie	Sand Beach	Huron.
Knabkofsky, Ernestine	Detroit	Wayne.
Knight, Grace	Woodville	Newaygo.
Krause, Abbie	Detroit	Wayne.
Kurtz, Grace	Mt. Morris	Genesee.
Klyver, Frederika	Republic	Marquette.

GIRLS.—CONTINUED.

Name.	Postoffice.	County.
LaBrush, Maud	Chippewa Lake	Mecosta.
Ladley, Alice	Port Huron	St. Clair.
La Due, Blanche	Flint	Genesee.
La Due, Iva	Flint	Genesee.
La Fore, Alexena	Carrollton	Saginaw.
Larson, Ester	Ishpeming	Marquette.
Lennon, Anna	Coldwater	Branch.
Lloyd, Mary	Sears	Osceola.
Maher, Nellie	Grand Haven	Ottawa.
Maillat, Grace	Ludington	Mason.
Markey, Mary	East Tawas	Iosco.
Mars, Ethel	Berrien Springs	Berrien.
Mars, Josephine	Berrien Springs	Berrien.
Martin, Lucille	Watervliet	Berrien.
Mattoon, Nellie	Novesta	Tuscola.
McCarty, Hattie	Grand Rapids	Kent.
McCutcheon, Sarah	Detroit	Wayne.
McGown, Millie	Hubbardston	Ionia.
McNeal, Jessie	Bancroft	Shiawassee.
Merker, Minnie	Chelsea	Washtenaw.
Meyers, Lulu	Battle Creek	Calhoun.
Miller, Louise M.	Blissfield	Lenawee.
Miller, Nettie	Detroit	Wayne.
Murray, Mary	Bay City	Bay.
Maria, Jennie	Grand Rapids	Kent.
McDonald, Maggie	Manistee	Manistee.
McDonald, Florence	Flint	Genesee.
Nadeau, Emily	Monroe	Monroe.
Oldfield, Sybil	Bay City	Bay.
Oleson, Jennie	Lilley	Newaygo.
Oulman, Rose	River Rouge	Wayne.
Patch, Lucy	Battle Creek	Calhoun.
Peltier, Edna	Bay City	Bay.
Perkins, Henrietta	Armada	Macomb.
Peterson, Mercy Jane	Midland	Midland.
Picciano, Mary	Negaunee	Marquette.
Poisson, Gloria	Bay City	Bay.
Purdy, Lucy	Flint	Genesee.
Reidy, Lizzie	Kenokee	St. Clair.
Remington, Rose	Bravo	Allegan.
Retzior, Helena	Vulcan	Dickinson.
Roberts, Louise	Stephenson	Menominee.
Roberts, Josephine	Stephenson	Menominee.
Robinson, May	Detroit	Wayne.
Rowack, Pauline	Detroit	Wayne.
Russell, Rose	Bay City	Bay.
Ruthven, Mary	Clare	Clare.
Rice, Mary	Kinde	Huron.
Rechlin, Anna	Bay City	Bay.
Schindehette, Clara	Bay City	Bay.
Schrikema, Belle	Grand Rapids	Kent.
Septrion, Cecile	Ludington	Mason.
Sharrard, Elsie	Capac	St. Clair.

GIRLS.—CONCLUDED.

Name.	Postoffice.	County.
Sheahan, Lillian	Detroit	Wayne.
Shumway, Laura	Pewamo	Ionia.
Shumway, Ida	Pewamo	Ionia.
Shumway, Bessie	Pewamo	Ionia.
Simmons, Edith	Northville	Wayne.
Sinclair, Lillie	Ellsworth	Antrim.
Smiley, Minnie	Flint	Genesee.
Smiley, Ada	Flint	Genesee.
Smiley, Maud	Flint	Genesee.
Snyder, Hattie	Au Sable	Iosco.
Southwick, Lulu	Houseman	Oceana.
Spear, Hattie	Adrian	Lenawee.
Spencer, Martha	Martinsville	Wayne.
Stappish, Eva	Chelsea	Washtenaw.
Stodard, Emma	Port Austin	Huron.
Stowater, Belle	Clare	Clare.
Strickland, Minnie	Cass City	Cass.
Stuart, Bertha	Yankee Springs	Barry.
Steine, Clara	Detroit	Wayne.
Sawyer, Mary J.	Naubinway	Mackinac.
Sawyer, Rachel	Hessel	Mackinac.
Tallon, Calla	Saginaw	Saginaw.
Taylor, Bessie	Saugatuck	Allegan.
Tebow, Carrie	Holstein	Oceana.
Thompson, Elizabeth	Bay City	Bay.
Thompson, Bethel	Plainwell	Allegan.
Thornton, Alice	Mayville	Tuscola.
Titus, Josephine	Traverse City	Grand Traverse.
Townsend, Bessie	Davison	Genesee.
Turner, Jane	Ionia	Ionia.
Telder, Jeanette	Grand Rapids	Kent.
Van Huis, Gertruida	Holland	Ottawa.
Van Huis, Gertie	Holland	Ottawa.
Van Ostrand, Belle	Mason	Ingham.
Vincent, Malvina	Cheboygan	Cheboygan.
Warne, Lottie	Hillsdale	Hillsdale.
Warren, Elcy	Reese	Tuscola.
Way, Alice	Flushing	Genesee.
Webb, Myrtle	Steiner	Monroe.
Weikowski, Frances	Detroit	Wayne.
Welch, Margaret	Valley Center	Sanilac.
Westlund, Hulda	Traverse City	Grand Traverse.
Whelan, Margaret	Muskegon	Muskegon.
Wikman, Edla	Calumet	Houghton.
Williamson, Mamie	Bay City	Bay.
Woods, Loretta	Saginaw	Saginaw.
Wright, Myrtha	Amadore	Sanilac.
Wallace, Mary	Detroit	Wayne.
Wood, Orphia	Coopersville	Ottawa.
Yeip, Abbie	Marine City	St. Clair.
Younghusband, Mabel	Detroit	Wayne.
Ypma, Jessie	Grand Rapids	Kent.
Zwiemka, Mary	Oakhill	Manistee.
Zwiemka, Martha	Oakhill	Manistee.

BOYS.

Name.	Postoffice.	County.
Adams, Roy	Detroit	Wayne.
Adamski, Frank	Kalamazoo	Kalamazoo.
Anderson, Carl	Lowell	Kent.
Allersma, Jake	Muskegon	Muskegon.
Ash, Fred	East Tawas	Iosco.
Andre, Geo.	Scottville	Mason.
Artlip, George	Grawn	Grand Traverse.
Bartlett, Ray	Arland	Jackson.
Bartsch, Conrad	Detroit	Wayne.
Basset, Miles	Union City	Branch.
Beach, Clyde	Port Huron	St. Clair.
Behrendt, William	Detroit	Wayne.
Beiri, Gottlieb	Alton	Kent.
Belonga, Chas.	Gladstone	Delta.
Bell, Lee	Imlay City	Lapeer.
Benson, Alvin	Manistee	Manistee.
Berry, Chas. S.	Mecosta	Mecosta.
Berry, John G. T.	Detroit	Wayne.
Betzler, Charles	Red Jacket	Houghton.
Bisard, Ray	Ashland	Newaygo.
Blodget, Howard	Manistee	Manistee.
Borton, Jesse	Kinderhook	Branch.
Bourcier, Fred	Saginaw	Saginaw.
Boyd, William	Morley	Mecosta.
Brant, Roy	Bainbridge	Berrien.
Brosseau, Senophile	Carrollton	Saginaw.
Brown, Chas. M.	Detroit	Wayne.
Brown, Frederick	Torch Lake	Antrim.
Brown, Harry	Jackson	Jackson.
Buby, Otto	Burnside	Lapeer.
Buskirk, Daniel	Grandville	Kent.
Carlton, Claud	Corunna	Shiawassee.
Carmichael, John	So. Butler	Branch.
Carpenter, Roy	Flint	Genesee.
Carpenter, LeRoy	Montrose	Genesee.
Carter, Harold	River Rouge	Wayne.
Cartright, Edward	Ferry	Oceana.
Cochran, Robert	Long Rapids	Alpena.
Colomb, Martin	Standish	Arenac.
Conley, Floyd	Frontier	Hillsdale.
Crippen, Floyd	Imlay City	Lapeer.
Clarke, Wm. P.	Detroit	Wayne.
Castle, Benjamin	Perry	Shiawassee.
Clendenen, Marion	Cadillac	Wexford.
Ceranski, Lucian	Bay City	Bay.
Daily, Richard	Beebe	Gratiot.
Danielski, Frank	Detroit	Wayne.
Davison, Roy	Blissfield	Lenawee.
Day, Halsey	Grand Rapids	Kent.
DeLong, Clark	Elba	Lapeer.
Demerest, Frank	Ludington	Mason.
Deschamplain, Oren	Oscoda	Iosco.
Dettinger, John	Detroit	Wayne.
DeYoung, John	Grand Rapids	Kent.
Dickerman, Warren	Maple Rapids	Clinton.
Drake, Chas. E.	Fowler	Clinton.

BOYS.—CONTINUED.

Name.	Postoffice.	County.
Drake, Frank	Fowler	Clinton.
Drake, William	Fowler	Clinton.
Durocher, Thomas	Monroe	Monroe.
Dzkowski, Stanislaus	Verona Mills	Huron.
Dzkowski, Joseph	Verona Mills	Huron.
Duchaine, Edward	Gladstone	Delta.
Dundas, Harry	Hope	Midland.
Deary, Hiram J.	Detroit	Wayne.
Ebel, Albert	Wolverine	Cheboygan.
Eble, Mayne	Manistee	Manistee.
Evison, William	Wyandotte	Wayne.
Fairchild, Harley	Potterville	Eaton.
Forget, Joseph	S. Lake Linden	Houghton.
Frey, Harold	Plumville	Newaygo.
Fry, William	Yale	St. Clair.
Gagner, Fred	Oscoda	Iosco.
Gagnier, Arthur	Detroit	Wayne.
Garber, Dorsey	Charlotte	Eaton.
Gardner, William	Bentley	Bay.
Gingrich, Arthur	Reed City	Osceola.
Goupil, Clifford	Whittemore	Iosco.
Goupil, Edmond	Whittemore	Iosco.
Hanson, George	Bay City	Bay.
Hardenburgh, Bert	Pontiac	Oakland.
Hardenburgh, Frank	Pontiac	Oakland.
Hardenburgh, Julius	Eagle	Clinton.
Hellers, Peter	Detroit	Wayne.
Hintz, John	Coopersville	Ottawa.
Hubbard, Perry	Bancroft	Shiawassee.
Huhn, Chas.	Ann Arbor	Washtenaw.
Huhn, Rudolph	Ann Arbor	Washtenaw.
Hunter, William	Michie	Bay.
Hedblom, Frank	Traverse City	Grand Traverse.
Holsteine, Burton	So. Boardman	Kalkaska.
Herbst, Ludie	Lewiston	Montmorency.
Johnson, Delbert	Detroit	Wayne.
Johnson, George	Midland	Midland.
Johnson, Louis	Negaunee	Houghton.
Johnson, Riley	Bancroft	Shiawassee.
Kabrofski, John	Detroit	Wayne.
Kear, Wiley	Vernon	Shiawassee.
Kelsey, Everett	York	Washtenaw.
Kenyon, Enoch	Lennon	Shiawassee.
Kitteman, Robert	Flint	Genesee.
King, Roy	Detroit	Wayne.
Klock, Roy	Imlay City	Lapeer.
Kollmeyer, George	Martinsville	Wayne.
Knight, Ralph	Ironwood	Gogebic.
Knolton, Clarence	Peach Belt	Allegan.
Kubisch, Clarence	Jackson	Jackson.
Lapansse, Henry	Anchorville	St. Clair.
Laroque, Joseph	Standish	Arenac.

BOYS.—CONTINUED.

Name.	Postoffice.	County.
Laurenz, Charles	Saginaw	Saginaw.
Lee, Clarence	Ganges	Allegan.
L'heurenx, Peter	Detroit	Wayne.
Lillie, Elias	Orange	Ionia.
Lobozinski, Leon	Bay City	Bay.
Loh, Bruno	Bronson	Branch.
Loomis, Earl	Hobart	Wexford.
Lowenshak, Chesla	Flat Rock	Wayne.
Lowenshak, John	Flat Rock	Wayne.
Lundburg, Alfred	Red Jacket	Houghton.
Maher, Henry	Grand Haven	Ottawa.
Markey, Thos.	East Tawas	Iosco.
Mara, Loren	Berrien Springs	Berrien.
Maxson, Wellington	Vienna	Montmorency.
McCall, Eugene	Chelsea	Washtenaw.
McCuaig, Alex.	Carson City	Montcalm.
McEllen, Francis	Port Huron	St. Clair.
McEwen, Byron	Weideman	Isabella.
Meyers, Charles	Sunfield	Ionia.
Meyers, John	Bay City	Bay.
Miller, Alfred	Brinton	Isabella.
Miller, Arthur	Detroit	Wayne.
Miller, John	Detroit	Wayne.
Murray, Harry	Charlotte	Eaton.
McDonald, Norman	Detroit	Wayne.
Neal, Floyd	Wisner	Tuscola.
Nichols, Wm.	St. Louis	Gratiot.
Nickel, Otto	Detroit	Wayne.
Nink, Jacob	North Dorr	Allegan.
Neifert, Alvin	Flat Rock	Wayne.
Nichols, Wm. Mc.	Charlotte	Eaton.
Oberski, Marshall	Parisville	Huron.
Oleson, Ray	Ishpeming	Marquette.
Otto, Carlyle	Iron River	Iron.
Pashby, Earnest	Constantine	St. Joseph.
Peterson, Hans	Muskegon	Muskegon.
Pettit, Chas.	Flint	Genesee.
Pettit, Howard	Flint	Genesee.
Pilon, Alex.	Bay City	Bay.
Polk, John	Detroit	Wayne.
Pollock, James	Marine City	St. Clair.
Pond, Ray	Dowagiac	Cass.
Preston, Harold	Mt. Pleasant	Isabella.
Pudvan, Alfred	Bay City	Bay.
Putman, Earl	Coloma	Berrien.
Ramage, Omer	Port Huron	St. Clair.
Ravelle, Jesse	Flint	Genesee.
Remington, Benjamin	Bravo	Allegan.
Reynolds, Albert	Coldwater	Branch.
Rice, Charles	Albion	Calhoun.
Rice, John	Kinde	Huron.
Rixom, Ellsworth	Tecumseh	Lenawee.
Rapin, Joseph	Rapinsville	Mackinac.
Rapin, Frank	Rapinsville	Mackinac.

BOYS.—CONCLUDED.

Name.	Postoffice.	County.
Sadofski, Casimer	Detroit	Wayne.
Schneider, August	Detroit	Wayne.
Schroyer, John	Ithaca	Gratiot.
Schweiss, George	Wyandotte	Wayne.
Sickles, Daniel	Attica	Lapeer.
Smead, Joseph	Coldwater	Branch.
Smiley, George	Flint	Genesee.
Smiley, James	Flint	Genesee.
Smith, Frank	Ypsilanti	Washtenaw.
Smolinski, James	Detroit	Wayne.
Snow, Clarence	Kalamazoo	Kalamazoo.
Snyder, Louis	Bronson	Branch.
Sparrow, Robert	Oden	Emmet.
Sprague, William	Kendall	Schoolcraft.
Standley, Frank	Hastings	Barry.
Standey, Louis	Ætna	Muskegon.
Stewart, William	Saginaw	Saginaw.
Strieber, Louis	Cheboygan	Cheboygan.
Sturm, Arthur	Saline	Washtenaw.
Sweeney, Eugene	Detroit	Wayne.
Smith, Arthur	Emery	Washtenaw.
Smith, Wm.	Arcadia	Manistee.
St. Ange, William	L'Anse	Baraga.
Sweet, George	Lambs	St. Clair.
Tabo, William	Cheboygan	Cheboygan.
Tenny, Ivers	Battle Creek	Calhoun.
Thomas, John	Negaunee	Houghton.
Townsend, Henry	Clayton	Lenawee.
Tows, Roy	St. Johnson	Clinton.
Tremain, Arthur	Cheboygan	Cheboygan.
Tripp, George	Detroit	Wayne.
Utter, Harry	Holton	Muskegon.
Van Tassel, Claud	Detroit	Wayne.
Varniea, Victor	Mt. Clemens	Macomb.
Vaughn, Walter	Reading	Hillsdale.
Vogel, Michael	Muskegon	Muskegon.
Wahowaick, John	Wyandotte	Wayne.
Walter, Arthur	South Lyons	Monroe.
Wanner, William	Ada	Kent.
Wares, William	Wakelee	Cass.
Waterman, Jesse	Buchanan	Berrien.
Waterman, Loren	Buchanan	Berrien.
Waters, John	Saginaw	Saginaw.
Watling, Earl	Ypsilanti	Washtenaw.
Weideman, Ferdinand	Mt. Clemens	Macomb.
Wendorf, Grover	Grand Rapids	Kent.
Wheeler, Fred	Ithaca	Gratiot.
Whiting, Burnell	Liberty	Jackson.
Wilson, Emerson P.	McDonald	Van Buren.
Wolski, John	Calumet	Houghton.
Wroblewski, Stanislaus	Detroit	Wayne.
Wurtsmith, Edwin	Detroit	Wayne.
Wideman, Henry	Lexington	Sanilac.
Wicklund, Carl	Manistique	Schoolcraft.
Zeh, William	Carlton	Monroe.

ACKNOWLEDGMENTS.

Great acknowledgments are due to Gen. R. A. Alger for his generous gift of one hundred dollars for Christmas presents to the children, in December, 1894, to the Railway Association of Michigan for kindness in regard to tickets, and to the publishers of the following papers and periodicals:

The National Exponent, Chicago, Ill.	The Genesee Democrat, Flint, Mich.
The British Deaf Mute, London, England.	The Echo, Winnipeg, Manitoba.
Gazette de la Sourdes-Meuts, Paris, France.	The Deseret Eagle, Salt Lake City, Utah
The Le Coultewx Leader, Buffalo, N. Y.	The Index, Davison, Mich.
Canadian Deaf Mute, Belleville, Ont.	The Palmetto Leaf, Cedar Springs, S. C.
The Argus, Ann Arbor, Mich.	The Institute Herald, St. Augustine, Fla.
The Dispatch, Maple Rapids.	The Western Rural, Chicago, Ill.
Business World, Detroit, Mich.	The Michigan Farmer, Detroit, Mich.
Christian Herald, Battle Creek.	The Sign, Salem, Ore.
Deaf Mute Journal, New York City.	The Deaf Mute Voice, Jackson, Miss.
The Recorder, Albion, Mich.	The Silent Hoosier, Indianapolis, Ind.
The Democrat, Cheboygan, Mich.	The Advocate, Sioux Falls, S. D.
The Democrat, Ann Arbor.	The Silent Worker, Trenton, N. J.
The Dog Fancier, Battle Creek, Mich.	The Kentucky Deaf Mute, Dansville, Ky.
The Eagle, Traverse City, Mich.	The Silent Observer, Knoxville, Tenn.
The Pontiac Gazette, Pontiac, Mich.	The Nebraska Journal, Omaha, Neb.
The Grange Visitor, Lansing, Mich.	The Deaf Mute Register, Rome, N. Y.
The Ypsilantian, Ypsilanti, Mich.	The West Virginia Tablet, Romney, W. Va.
The Herald, Traverse City, Mich.	The Goodson Gazette, Staunton, W. Va.
The Herald, Big Rapids, Mich.	The Kansas Star, Olathe, Kansas.
The Journal, Alpena, Mich.	The Missouri Record, Fulton, Mo.
The Democrat, Clare Mich.	The Deaf Mutes' Chronicle, Columbus, O.
The Normal News, Ypsilanti, Mich.	The Companion, Faribault, Minn.
The News, Calumet, Mich.	The New Method, Englewood, Ill.
Our Dumb Animals, Boston, Mass.	The Deaf Mute Times, Delevan, Wis.
The Post, Pontiac, Mich.	The Deaf Mute Hawkeye, Council Bluffs, Ia.
The Record, Albion, Mich.	The Texas Ranger, Austin, Texas.
The Record, North Lansing, Mich.	The Juvenile Ranger, Austin, Texas.
The American Annals, Washington, D. C.	The Optic, Little Rock, Ark.
The Regulator, Dimondale, Mich.	Our Little People, Rochester, N. Y.
The Saginawian, Saginaw, Mich.	The Maryland Bulletin, Frederick, Md.
The Telegraph, Kalamazoo, Mich.	The Colorado Index, Colorado Springs, Colo.
The Times, Augusta, Mich.	The Deaf Mutes' Advance, Jacksonville, Ill.
The Tuscola County Pioneer, Vassar, Mich.	The Deaf Mute Critic, Dubuque, Ia.
The Youth's Instructor, Battle Creek, Mich.	The Messenger, Talladega, Ala.
The Journal, Flint, Mich.	The Pelican, Baton Rouge, La.
The Banner, Devil's Lake, N. D.	The Washingtonian, Vancouver, Wash.
The Courier, Detroit, Mich.	The Buff and Blue, Washington, D. C.
The Phalanx, Indianapolis, Ind.	The Advocate, Edgwood Park, Pa.
California News, Berkeley, Cal.	Silent World, Mt. Airy, Pa.
The Wolverine Citizen, Flint, Mich.	The Gazette, Flint, Mich.

OFFICERS, TEACHERS AND EMPLOYEES, WITH SALARIES OF EACH.

Name.	Position.	Salary.	Residence.
Francis D. Clarke.....	Superintendent.....	\$1,800 00 per year.....	Resident.
Edwin F. Swan.....	Steward.....	1,200 00 ".....	Non-resident.
Martha E. Drury.....	Matron.....	500 00 ".....	Resident.
Ranson N. Murray.....	Physician.....	500 00 ".....	Non-resident.
Emily Twist.....	Nurse.....	800 00 ".....	Resident.
Thomas L. Brown.....	Teacher.....	1,300 00 ".....	Non-resident.
Willis Hubbard.....	".....	1,300 00 ".....	"
Thomas J. Allen.....	".....	1,200 00 ".....	"
John J. Buchanan.....	".....	1,050 00 ".....	"
Thomas P. Clarke.....	".....	1,050 00 ".....	"
James M. Stewart.....	".....	750 00 ".....	"
Emma F. Knight.....	".....	625 00 ".....	"
Hulda R. J. Mercer.....	".....	625 00 ".....	"
Marion E. Tyrrell.....	".....	625 00 ".....	"
Lottie K. Clarke.....	".....	625 00 ".....	"
Grace M. Beattie.....	".....	550 00 ".....	"
Ella E. J. Crawford.....	".....	500 00 ".....	"
Carrie W. Earle.....	".....	450 00 ".....	"
Katherine Webber.....	".....	400 00 ".....	"
Carrie E. Billings.....	".....	375 00 ".....	"
Helen M. Haynes.....	".....	325 00 ".....	"
Clara B. Scott.....	".....	325 00 ".....	"
Madge M. Turner.....	".....	325 00 ".....	"
Lucy L. Wicks.....	".....	325 00 ".....	"
Anne Ford.....	".....	300 00 ".....	"
Belle Schrikema.....	".....	300 00 ".....	"
Jesse Ballantyne.....	".....	300 00 ".....	"
Mary L. Simpson.....	".....	300 00 ".....	"
Caroline F. Elwood.....	".....	250 00 ".....	"
Mary Knickerbocker.....	".....	250 00 ".....	"
Grace R. Lockhead.....	".....	250 00 ".....	"
Fred M. Kaufman.....	Supervisor.....	400 00 ".....	Resident.
Mark H. Piper.....	".....	300 00 ".....	"
Sarah R. Jones.....	".....	300 00 ".....	"
Florence H. Jones.....	".....	250 00 ".....	"
Edwin Barton.....	Foreman cabinet shop..	850 00 ".....	Non-resident.
Parley P. Pratt.....	" shoe shop.....	700 00 ".....	"
George M. Bleck.....	" tailor shop.....	650 00 ".....	"
E. M. Bristol.....	" printing office.....	600 00 ".....	"
Agnes Ballantyne.....	Forewoman sewing dept.	8 50 per week.....	"
Fanny Cobb.....	" mending ".....	5 00 ".....	Resident.
Hinda M. Long.....	Visitors' attendant.....	7 50 ".....	Non-resident.
Nellie M. Foss.....	Clerk.....	20 00 per month.....	"
John Austin.....	Engineer.....	780 00 per year.....	"
Thomas O'Brien.....	Fireman.....	530 00 ".....	"
Edwin Cole.....	".....	480 00 ".....	"
Thomas Lake.....	Foreman farm.....	540 00 ".....	"
James Murray.....	Stockman.....	360 00 ".....	"
David Daniels.....	Teamster.....	360 00 ".....	"
Bela Gault.....	Carpenter.....	46 00 per month.....	"

MICHIGAN SCHOOL FOR THE DEAF.

OFFICERS, TEACHERS AND EMPLOYES.—CONCLUDED.

Name.	Position.	Salary.	Residence.
Thomas Godfrey.....	Laborer.....	\$1 25 per day.....	Non-resident.
John Glynn.....	Watchman.....	480 00 per year.....	"
John Baker.....	Chore boy.....	180 00 ".....	Resident.
James S. Earl.....	Baker.....	40 00 per month.....	Non-resident.
Sarah Snell.....	Cook.....	87 00 ".....	Resident.
John Snell.....	Cook's helper.....	20 00 ".....	"
Clark Sutton.....	".....	8 00 per week.....	"
	1 nurse.....	3 75 ".....	"
	1 washer woman.....	4 00 ".....	"
	1 ".....	8 00 ".....	"
	1 ".....	2 50 ".....	"
	1 ironer.....	3 50 ".....	"
	2 ironers.....	2 50 ".....	"
	11 domestics.....	3 00 ".....	"
	6 ".....	2 50 ".....	"

15. Freight transportation.	16. Miscellaneous expenses.		17. Industrial training expenses.	
Cr.	Dr.	Cr.	Dr.	Cr.
	\$75 00		\$159 54	\$1 00
\$1,013 89		\$6 20	225 51	2,927 69
	150 00	2 65	1,164 33	95 40
	75 00	70	647 58	54 59
	75 00	6 64	976 26	55 28
	75 65	2 47	1,088 45	184 04
	75 00	6 41	1,517 97	86 75
	75 00	96	761 04	13 25
		7 80	420 48	89 16
	223 00	2 28	706 48	27 35
	89 40	6 11	809 95	56 80
	875 00		372 10	87 25
\$1,013 89	\$1,288 05	\$42 22	\$8,799 63	\$3,578 55
	10 00		49 40	1,781 90
\$1,013 89	\$1,298 05	\$42 22	\$8,849 03	\$5,360 45
	\$175 25		\$420 52	\$58 00
\$1,069 55	83 00	\$1 11	584 80	31 55
	75 00	41 18	782 20	3,594 63
	78 00	23 28	500 88	42 95
	76 88	3 22	939 64	167 60
	83 80	90	761 82	87 99
	89 68	10 54	597 87	82 75
	75 00	23 95	896 99	18 92
	75 00	3 68	571 84	348 24
	80 69	6 72	826 80	115 29
	77 28	4 87	670 34	29 62
27 18	85 65	78	341 35	176 79
\$1,116 73	\$1,055 23	\$120 23	\$7,896 50	\$4,754 33
	24 00		41 21	2,123 01
\$1,116 73	\$1,079 23	\$120 23	\$7,937 71	\$6,877 34

SUMMARY OF INVENTORY,

JUNE 30, 1896.

	Amount.
Buildings.....	\$206,685 00
Real estate.....	28,570 00
Food.....	191 50
Clothing.....	28 28
Laundry expenses.....	1,504 17
Heating.....	700 50
Light.....	2 30
Medical supplies.....	156 85
Stationery, printing, etc.....	516 11
Amusement and instruction.....	2,998 07
Household supplies.....	1,784 31
Furniture and bedding.....	16,658 58
Improvements and repairs.....	23,280 06
Tools and machinery.....	6,008 28
Farm, garden, stock and grounds.....	8,808 60
Industrial training expenses:	
Cabinet shop.....	36,737 53
Tailor shop.....	585 08
Printing office.....	1,358 86
Sewing department.....	289 46
Shoe shop.....	1,506 52
	10,496 89
Total.....	\$498,457 17

It would be better for all unwilling to receive the rules of the school to remain at home. The school is not a boarding school, but a place of education. (The children are good, healthy-minded, honest boys and girls and we will not keep any others.)

TERMS OF ADMISSION.

Do not regret the presence of a child in the family as the child is a blessing to the world. In the presence of a child, the family is a place of education. The child is a blessing to the world. In the presence of a child, the family is a place of education. The child is a blessing to the world. In the presence of a child, the family is a place of education.

The school is beautifully situated in the city of Flint, Genesee county. All inquiries about the admission of pupils should be addressed to Harold L. Clark, Superintendent.

1. All residents of Michigan, between the ages of seven and twenty-one, too deaf to be educated in the public schools, if of sound body and mind, and free from offensive and degrading habits, are entitled to be furnished tuition, board, lodging, washing, school books, and medical attendance, free of all charges.

2. This is a school and not an asylum, hospital, or reformatory. No persons unable to successfully pursue the course of instruction, or who are physically disabled, will be admitted. Pupils who, on trial, prove persistently vicious will be sent home.

3. Each pupil should come provided with sufficient clothing to last one year, or money should be left with the Superintendent to procure it. Each should also have a good trunk with a good lock and key, which, with each article of clothing, should be distinctly marked with the owner's name. The amount of clothing required varies among pupils with their habits, some requiring more than others. Of this parents can judge.

4. In addition to the above outfit a small sum of money, not less than \$5, should be deposited with the Superintendent to meet incidental expenses of pupils, and to pay for any willful or careless injury to property.

5. Pupils withdrawn, or absenting themselves without permission, forfeit their places.

6. No child should be brought to the school as a pupil until his or her application has been acted on by the Superintendent and notice sent to the parent.

7. Those who are too poor to clothe their children or pay traveling and incidental expenses, are required to furnish a certificate, signed by the supervisor of the township, or the superintendent of the poor of the county, as to the residence of, and the need of aid by the applicant. Blank certificates will be sent to any one who may wish to avail themselves of this aid.

8. School begins on the third Wednesday of September, and continues without intermission for thirty-eight weeks.

9. The parents and friends of the pupils may visit them at the school as often as they wish, and whenever they deem it proper, but cannot be furnished board or lodgings at the school.

10. Each pupil above the fifth grade is expected to spend four hours a day in learning some useful trade. There can be no exception made to this rule.

GENERAL PRINCIPLES.

1. An education is of much more importance to the deaf than to hearing children. An early start at this important work should be made. The best age for admission is seven years.

2. No time should be lost in sending children, who have become deaf from sickness, to this school. Delay in taking this step often causes loss of the voice.

3. A full course with a trade requires thirteen years.

4. Parents should exercise care in selecting a trade for their children. After a start in a trade is made, no pupil will be allowed to change except for very grave reasons.

5. This school is not responsible for the safety of pupils while traveling to or from school, nor for money in the possession of pupils, or sent in letters addressed to them. A receipt will be sent at once for all money sent to the steward or superintendent.

6. The use of tobacco, or spirituous liquor in any form, is positively forbidden. Parents are earnestly requested to enforce this rule at home.

7. It would be better for all unwilling to conform with the rules of the school to remain at home. This school is not a reform school, nor a house of correction. Our children are good, healthy-minded, honest boys and girls, and we will not keep any others.

THE DEAF CHILD.

Do not regret the presence of a deaf child in the family as the greatest calamity in the world. In instances not a few, the deaf child has been the flower of the family.

Do not allow quacks or traveling doctors to experiment with your child's hearing. Consult early the family physician and follow his instructions.

If your child is deaf, do what you can to prepare him for school. Because he can never hear your voice, do not give up all instruction or discipline, but take the more pains. Teach him to write his own name, and the names of the members of the family, and of his toys and playthings. If he can talk, require him to use his voice. If he does wrong, do not pass it unnoticed. A look of displeasure or a nod of the head, a seat in the corner, or any light punishment, such as will occur to a thoughtful parent, will readily be understood.

Do not consider the School for the Deaf an asylum, or a public charity, any more than the public school or the State University. The deaf child is entitled to an education as much as one who hears.

Write often to your boy or girl while at school. Send him occasionally some little remembrance. It will help and please the child, and confirm the parents' influence and authority. See that "School for the Deaf" is on every letter and parcel sent here.

F. D. CLARKE,
Superintendent.

BIENNIAL REPORT
OF THE
BOARD OF CONTROL
OF THE
MICHIGAN STATE PUBLIC SCHOOL
FOR
DEPENDENT AND NEGLECTED CHILDREN

**FOR THE YEARS ENDING JUNE 30, 1895, AND JUNE 30, 1896. WITH THE REPORTS OF THE
SUPERINTENDENT, TREASURER, PHYSICIAN, STATE AGENT, AND PRIN-
CIPAL OF SCHOOLS FROM JUNE 30, 1895, TO JUNE 30, 1896.**

BY AUTHORITY

OFFICERS AND EMPLOYES.

BOARD OF CONTROL.

HON. M. E. RUMSEY, PRESIDENT, - - - - - Leslie
HON. B. S. SPOFFORD, SECRETARY AND TREASURER, - - - - - Coldwater
HON. F. M. STEWART, - - - - - Hillsdale

OFFICERS.

ANDREW JAY MURRAY, Sault Ste. Marie, Chippewa Co., SUPERINTENDENT
STANLEY C. GRIFFIN, Albion, Calhoun Co., - - - - - STATE AGENT
RACHEL COOK, Urania, Washtenaw Co. - - - - - CLERK AND PRINCIPAL
CATHERINE JONES, Coldwater, Branch Co., - - - - - MATRON
W. L. FORD, M. D., Coldwater, Branch Co., - - - - - PHYSICIAN

COTTAGE MANAGERS.

MISS LUA FOX, Grand Rapids, Kent Co., - - - - - Cottage No. 1
*MISS ISABELLA BOOKLASS, Coldwater, Branch Co., - - - - - Cottage No. 2
*MRS. FANNIE RUSSELL, Coldwater, Branch Co., - - - - - Cottage No. 3
MISS MATIE BARBER, Coldwater, Branch Co., - - - - - Cottage No. 4
MRS. JENNIE TUPPER, Allegan, Allegan Co., - - - - - Cottage No. 5
MRS. HARRIET WHEELER, Quincy, Branch Co., - - - - - Cottage No. 6
MRS. FANNY BAYN, Albion, Calhoun Co., - - - - - Cottage No. 7
MISS SUSAN SAWYER, Battle Creek, Calhoun Co., - - - - - Cottage No. 8
MRS. JENNIE BROWN, Union City, Branch Co., - - - - - Cottage No. 9
MISS JENNIE BELL, Lexington, Kentucky, - - - - - Hospital Manager

TEACHERS.

† MISS RACHEL COOK, PRINCIPAL, Urania, Washtenaw Co.,
Graduate of Michigan State Normal School
MISS LOTTIE ADAMS, South Lyon, Washtenaw Co.,
Graduate of Michigan State Normal School
MISS WINIFRED BARTLETT, Plymouth, Wayne Co.,
Graduate of Michigan State Normal School
† MISS ADA HILL, Saline, Washtenaw Co.,
Graduate of Michigan State Normal School
MISS CARRIE GOULD, Coldwater, Branch Co.,
Trained at Grand Rapids Kindergarten School
MISS LAURA PULLEN, KINDERGARTNER, Ypsilanti, Washtenaw Co.
Graduate of Michigan State Normal School

*Cottage closed.

† School room closed.

STATE PUBLIC SCHOOL.

LOCATION AND GENERAL DESCRIPTION.

The State Public School is situated one mile north of the center of the city of Coldwater and just outside the corporation limits. The distance from the depot is one and three-quarters miles. Coldwater is 156 miles east of Chicago, 86 miles west of Toledo, 115 miles southwest of Detroit, and 130 southeast of Grand Rapids.

The first official action leading to the establishment of this School was taken by Hon. H. P. Baldwin in 1868, after a visit to several poor houses, and in his first inaugural address as Governor of Michigan. Here he recommended the appointment of a commission to investigate the subject of preventative and reformatory institutions, and that this commission should report on or before the meeting of the next Legislature.

In accordance with this recommendation of the newly-elected Governor, a commission consisting of Dr. S. S. Cutter of Coldwater, Hon. C. I. Walker of Detroit, and Hon. F. H. Rankin of Flint was appointed. After two years' study and investigation of the subject their report, drafted by Hon. C. I. Walker, was made to the Legislature in 1871.

In Gov. Baldwin's second message he asked for legislation that should relieve the condition of the children then in the poor houses. A joint commission from House and Senate was appointed, with Hon. C. D. Randall of Coldwater as chairman.

The joint commission reported through its chairman February 15, 1871, recommending the establishment of a State Public School; and later, Senator Randall drafted a bill providing for such an institution and it was presented to the Senate on the 22d day of February, 1871, the last day of the session for introducing bills. On the 17th day of April the bill had been passed by both houses and was signed by Gov. Baldwin.

In this bill it is believed that provision was made for the first time for a non-sectarian government institution for the children of the poor, and to which poverty alone gives admission. The first commissioners accepted the present site, together with \$25,000 offered by the citizens of Coldwater. The Legislature of 1873 made a further appropriation, and in May, 1874, during Hon. John J. Bagley's governorship, the buildings were ready for use.

It was arranged that in case the institution could not accommodate all dependent children who should come, that each county should have its pro rata number in proportion to the population of the various counties, giving preference at all times to the children of Union soldiers and sailors.

The site is especially fine, being about 25 feet above that of the city, with a picturesque prospect in every direction. There is a farm of 160 acres, with a fine garden of 20 acres, about 700 apple trees, a beautiful grove, and play grounds of 10 acres.

The buildings consist of the administration building, nine cottages, a school house, laundry, engine house, hospital and farm house, all adapted to the especial benefit of the children. All are warmed from a single plant. There is a fine water and sewerage system. The latest improvements in steam heating, cooking, laundry, bathing and ventilating apparatus have been introduced.

The cottages are the homes where the children room and play and are in charge of intelligent women whose duty it is to care for the children with the same ideas of justice tempered with mercy as does a sensible mother. They recognize that over-indulgence as well as lack of entertainment is not true kindness, and in all moral, physical, æsthetic, and religious things strive for the highest good of the children. The children are taught to know *good*, to love it, and to exemplify it.

The manner of admitting, the government of the school, the plan of finding homes, and the oversight of the children in the homes are all described in the Superintendent's report.

The school had received 3,991 children July 1, 1896, and has accommodations for about 250 children. The annual current expense has been about \$35,000 per year.

Though the State Public School has not been able to change all natures placed in its care, there have been so many children saved from the evils of poverty that the School holds a very warm place in the hearts of all Michigan's citizens.

"The State of Michigan, which has existed only about forty years, has the merit of preceding ancient Europe in the inauguration of a new era for dependent children."—Address of Drouin de Lhuys before the French Institute in 1878.

**MICHIGAN STATE PUBLIC SCHOOL,
OFFICE OF THE SECRETARY AND TREASURER, }
*Coldwater, Mich., June 30, 1896.***

HON. JOHN T. RICH, *Governor of Michigan:*

I most respectfully forward to your excellency, the biennial report of the board of control of the Michigan State Public School for the year ending June 30, 1895, and for the year ending June 30, 1896. The reports of the Superintendent, Treasurer, State Agent, Principal of School and Physician from June 30, 1895, to June 30, 1896, are included.

Very respectfully yours,

**B. S. SPOFFORD,
*Secretary and Treasurer.***

REPORT OF THE BOARD OF CONTROL.

To the Honorable, the Governor, Legislature, and the Superintendent of Public Instruction of Michigan:

We take pleasure in submitting to you our second report showing the condition of the Michigan State Public School at the close of the biennial period, June 30, 1896.

We think it pertinent as well as interesting and instructive to submit an abbreviated summary of the condition of the School at the close of each year (June 30, 1895, and June 30, 1896). July 2, 1895, the general facts regarding the children at this School were as follows:

Received since School opened in May, 1874.....		3,758
In families on indenture at time of last meeting.....	894	
In families on indenture that have become operative since last meeting.....	17	
In families on trial	132	
Placed in families and residence unknown over a year.....	57	
	<hr/>	
Total from whom reports are to be obtained.....	1,100	
Remaining in the institution at this date.....	221	
	<hr/>	
Total present wards of the School.....	1,321	
Returned to counties by order of Board	463	
Died in families and in School since May, 1874.....	126	
Adopted by proceedings in probate court.....	360	
Have become twenty-one years of age.....	217	
Girls married.....	104	
Restored to parents.....	500	
Declared self supporting.....	667	
	<hr/>	
Totals.....	3,758	3,758
	<hr/>	<hr/>

General facts regarding the children, July 1, 1896:

Received since the School opened in May, 1874.....		3,991
In families on indenture at time of last meeting.....	962	
" " " " that have become operative since last meeting.....	30	
In families on trial.....	142	
Placed in families and residence unknown over a year.....	45	
	<hr/>	
Total from whom reports are to be obtained.....	1,179	
Remaining in the institution at this date.....	137	
	<hr/>	
Total present wards of the School.....	1,316	
Returned to counties by order of the Board.....	501	
Died in families and in School since May, 1874.....	133	
Adopted by proceedings in probate court.....	385	
Have become twenty-one years of age.....	243	
Girls married.....	112	
Restored to parents.....	529	
Declared self supporting.....	772	
	<hr/>	
Totals.....	3,991	3,991
	<hr/>	<hr/>

The above is given for the purpose of showing what has been accomplished during the last two years. We wish to call your attention to some of these facts that we consider of special interest.

July 1, 1894, we had 119 children in homes from whom we had received no report for more than one year. July 2, 1896, all but 45 had been located.

At the beginning of this biennial period, July 1, 1894, we had 216 children remaining in the School; July 2, 1895, 221; July 1, 1896, 137. From July 1, 1894, to July 1, 1895, we received from the different counties in the State 178 children and during this same period handled and cared for at the School 499 children.

From July 1, 1895, to July 1, 1896, we received 233 children and during this same period handled and cared for 550 children.

Fifty five new children or over thirty per cent more were received during the last period above mentioned than the first. The cause of this large increase in numbers of dependent children during this past year is a problem that we submit to you for solution. However, we are glad to be able to report that even with this large increase in numbers received and cared for, we still close our biennial period with only 137 children at the School, which is the least number reported in many years.

COTTAGE WORK.

On account of the decrease in numbers we have been able to close two cottages and also take on a new feature in child saving work, viz.—caring for the babies from six months to two years of age. As yet but little has been accomplished, but we believe that the baby cottage will soon be the most interesting one here.

REPORTS SUBMITTED.

The reports submitted by our Superintendent, State Agent, Principal of School and Physician are full and complete. They give in detail what

we might call a history of this School for the past two years. The State of Michigan through this School has for the last twenty years been writing the history of the best plan of caring for dependent children. This history has been read by some of our sister states with the result that Michigan's plan has been adopted, and we believe many more states and other countries will profit by the reading of this history that proves this plan of child saving work a success.

FINANCIAL CONDITION AND RECOMMENDATION.

We consider our financial condition in excellent shape. We have returned to the State Treasurer \$1,451.38 unused money and our inventory shows somewhat larger than in 1894.

On account of the decrease in numbers we feel confident that an appropriation of \$31,000 for current expenses will be sufficient for the next biennial period. This will be a saving to the taxpayers of Michigan of \$4,000 per annum or \$8,000 for the biennial period from July 1, 1896, to July 1, 1898. The amount asked for special purposes is as low as can be made and do what must be done in the way of general repair. We most urgently recommend that this amount be allowed in full as no part of it can be left out without doing an injury to the School.

The general repairs on our buildings, walks, steam plant, laundry and in fact all of our repairs should be made (if we are working for the best interest of the School and State) when first needed. The old saying "A stitch in time saves nine" is very applicable to this School.

CONCLUSION.

Our policy in the management of this School has been to place the children consigned to our care in good private homes as soon as reasonably possible. No institution or school can take full control of the young for any great length of time without in the end doing them an injury.

They will soon become institutionized which disqualifies them forever from making their own living. During the early part of their lives their characters are shaped, their habits become fixed and the spirit of self reliance is formed, dwarfed or destroyed.

Life in all conditions is in a sense competition and the boys and girls who have grown up in private homes have a degree of self reliance and self confidence, to say nothing of a knowledge of the world and of affairs in general, which places them in the struggle for existence far in advance of the institution girl or boy. Believing this, it has been and is now our policy to place, as far as reasonably possible, first our older boys and girls.

This plan, as it has been carefully carried out, has, we believe, brought good results. The average age of our children was never as low as at this time. We only have 26 over ten years of age. Our experience is that the younger children are the first to find homes and when a person is looking for a young child we know that there cannot be any selfish motive but that he or she wants the child because of something missing in his or her own life and for the child's sake.

The dependent children of our State who come to this School and who are as soon as practicable placed in private homes, where they may be

treated as members of the family and begin early to learn the hard necessities of life and the best way of meeting them, will in most cases, develop, grow and become honored men and women instead of criminals.

Realizing that we are all imperfect and very sure to make mistakes, yet we feel it a duty as well as a very great pleasure to commend all of the employes connected with this School. Each one in performing his or her daily duty in caring for these little ones is doing something for humanity and for the betterment of mankind.

The placing of children in homes is the most intricate and painstaking part of our work. Our success in this line is due to the unceasing efforts of our Superintendent, State agent and the County agents in the different counties throughout the State. They bear the burden and have the entire responsibility of seeing that these little ones are placed in good homes and watched over with care. We believe them to be pure hearted in their endeavor to do only what is for the best for each child and know that in this work they are building for themselves a monument that will outlast one made of marble or granite.

Respectfully yours,

M. E. RUMSEY,

F. M. STEWART,

B. S. SPOFFORD, *Secy.*,

Board of Control.

STATE PUBLIC SCHOOL, }
Coldwater, Michigan, September, 21, 1896. }

To the State Board of Corrections and Charities:

GENTLEMEN—I submit below the estimates of appropriations, made by the board of this institution, for the years 1897 and 1898, as provided by Sec. 6, Act 86, Laws 1889; with a statement of our expenditures for the year ending December 31, 1895.

STATE PUBLIC SCHOOL.

Summary of appropriations needed for the years 1897 and 1898:	
For current expenses, \$31,000 for each year, total.....	\$62,000 00
Appropriation needed.....	\$62,000 00

REPORT OF THE BOARD OF CONTROL.

13

On the basis of the following classification:

Items.		Estimated needs for each of above yrs.	Amount expended, calendar year 1896.
1. Salaries and wages.....		\$10,205 00	\$10,973 11
Superintendent.....	\$1,500 00		1,450 14
Physician.....	860 00		860 08
Chief clerk and principal of schools.....	500 00		544 09
Stenographer.....	300 00		
Clerks.....			81 89
Matron.....	400 00		298 07
Nurses (regularly employed, not special).....	450 00		398 48
Cottage managers (other than teachers), eight at \$300.....	2,400 00		2,691 48
General supply.....	800 00		
Teachers (number, salary paid each, aggregate), four at \$300.....	1,200 00		1,597 21
Attendant.....			145 00
Watchman.....	100 00		25 48
Baker.....	400 00		399 95
Cooks (two).....	420 00		404 62
Janitor.....	50 00		
Tailor.....	200 00		667 75
Housemaids (number), sometimes four, sometimes five.....	675 00		773 23
Seamstresses.....	360 00		383 62
Choreman.....	200 00		300 96
General work.....	290 00		449 56
2. Food.....		5,500 00	5,069 43
3. Clothing.....		3,000 00	3,085 99
4. Laundry expenses.....		1,800 00	1,186 62
Supplies.....	\$500 00		
Labor.....	800 00		
5. Heating.....		4,240 00	4,647 76
Material.....	\$3,240 00		
Labor.....	1,000 00		
6. Light.....		400 00	76 52
7. Medical expenses.....		400 00	598 52
Supplies.....	\$300 00		
Physicians (special service only).....	50 00		
Nurses (special service only).....	50 00		
8. Stationery, printing, etc.....		600 00	944 45
9. Amusement and instruction.....		450 00	412 80
10. Household supplies.....		400 00	801 04
11. Furniture and bedding.....		500 00	512 55
12. Improvements and repairs.....		1,100 00	1,033 86
13. Tools and machinery.....		200 00	128 64
14. Farm, garden, stock and grounds.....		2,185 00	2,180 44
One farmer \$480, gardener \$300.....	\$780 00		
Farm labor.....	720 00		
Tools, implements, vehicles and material.....	200 00		
Seeds and plants.....	75 00		
Livestock.....	150 00		
Other expenses.....	260 00		
15. Freight and transportation (not otherwise classified).....		320 00	706 52
16. Miscellaneous expenses.....		200 00	90 23
Totals.....		\$31,000 00	\$32,393 48
Appropriations needed.....		\$31,000 00	

GENERAL STATISTICS.

NUMBERS FOR PAST BIENNIAL PERIOD.

Total enrollment each year of the biennial period ending June 30, 1896, 493 and 550, respectively.

Average number for same time, 221 and 183, respectively.

Average daily number on sixty days' trial and in institution for same time, 342 and 334, respectively.

Average of above three ways of estimating inmates, 354 and 356.

ACTUAL COST BASED ON NET CURRENT EXPENSE.

(\$39,274.34, 1894-5; \$32,483.43, 1895-6.)

Per capita cost based on total enrollment of inmates each year, same period, \$78.70 and \$59.06, respectively.

Per capita cost based on average number of inmates for same time, \$177.71 and \$177.50, respectively.

Per capita cost based on average number belonging (on sixty days' trial and in institution), for same time, \$114.84 and \$97.26, respectively.

Per capita cost based on average of above three ways of estimating expense, for same time, \$110.94 and \$91.25, respectively.

ESTIMATED NUMBER OF INMATES FOR BIENNIAL PERIOD ENDING JUNE 30, 1898.

Estimated total enrollment each year of biennial period ending June 30, 1898, 600.

Estimated average number for same time, 175.

Estimated daily number belonging (on sixty days' trial and in institution), for same time, 345.

Estimated average of above three ways of estimating number of inmates, 373.

ESTIMATED PER CAPITA NEEDS FOR BIENNIAL PERIOD ENDING JUNE 30, 1898.

(\$31,000.00, Current Expense.)

Estimated per capita needs based on total enrollment, \$51.66.

Estimated per capita needs based on average number of inmates, \$177.15.

Estimated per capita needs based on number belonging, \$89.86.

Estimated per capita needs based on average of above three estimates, \$83.11.

SPECIAL APPROPRIATION NEEDED.

We give below the aggregate of each; the details and items of which we submit on accompanying sheets:

1. Cement walks and fences	\$340 00
2. Laundry tubs, engine and repairs, water works and heating	1,225 00
3. Attendant and expenses	804 00
4. Painting and repairing buildings	1,202 75
Total	<u>\$3,571 75</u>

REPORT OF THE BOARD OF CONTROL.

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CEMENT WALKS AND FENCES.

Cement walks:

Cement walks on front grounds of school:

21 rods 3 ft. walk, at 12c per sq. ft., outside \$124 74
10 rods 3 ft. walk, at 12c per sq. ft., on grounds, E. S. 59 40

\$184 14

Fences:

150 rods wire fence at 70c \$105 00

40 rods board fence at \$1 40 00

Incidentals 10 86

155 86

Total \$340 00

LAUNDRY TUBS, ENGINE AND REPAIRS, WATER WORKS AND HEATING.

Laundry tubs:

Two, 32x46, with sliding door, wood sheath, at \$250 \$500 00

Engine:

One ten horse-power, horizontal engine for laundry, engine to be placed
on brick foundation with geer to run machines from above 450 00

\$950 00

Water works and heating:

Outside closet at hospital:

Material \$100, labor \$50 150 00

Isolating cottage:

Placing steam, hot and cold water, gas, bath tub, and wash basin in
isolating cottage:

Material \$100, labor \$25 125 00

Total \$1,225 00

ATTENDANT AND EXPENSES.

Attendant to take children to homes and escort others back to the school:

12 months at \$12 \$144 00

Traveling expenses at \$55 per month 660 00

Total \$804 00

PAINTING AND REPAIRING BUILDINGS.

Nos. 1, 2, 3, 4, 6, 8 and 9 cottages to be painted inside throughout and hard wood floors oiled in same.

Amount of paint required, 150 gal. at \$1.50 \$225 00

Amount of oil required to oil floors, 5 gal. at 50c 2 50

Time required to paint cottages and furniture and oil floors, 252 days at
\$1.50 378 00

\$605 50

Nos. 1, 2, 3 and 9 cottages to have new shingle roofs:

75 squares at \$4.50 \$337 50

Time required to remove old shingles and clean roofs, 6 days at \$1.50 9 00

\$346 50

New roof on Alger play house:

4 squares at \$4.50	\$18 00
---------------------------	---------

Two outside closets to have new floors and seats and foundations repaired:

Amount of material required, 600 ft. at \$25	\$15 00
1 bbl. Portland cement at \$2.75	2 75
Material for seats 200 ft. 1 in. lumber at \$30	6 00
Time required to do carpenter work, 16 days at \$2	32 00
Time required to do mason work, 4 days at \$3.60	14 00
Incidentals	5 00
	\$74 75

Estimates for papering and painting rooms in west hall on second floor:

No. gal. paint, 14 at \$1.50	\$21 00
No. bolts of paper, 112 at 50c	56 00
Time required to hang paper, 8 days at \$2	16 00
Time required to do painting, 9 days at \$2	18 00
Incidentals	10 00
	\$121 00

Estimate for painting and papering court of east hall in main building:

No. gal. paint required, 3 gal. at \$1.50	\$4 50
No. bolts paper required, 29 at 50c	14 50
Time required to hang paper, 3 days at \$2	6 00
Time required to paint wood work, 3½ days at \$2	7 00
Incidentals	5 00
	\$37 00

Painting and repairing buildings, total	\$1,202 75
Grand Total	\$3,571 75

Respectfully submitted,

A. J. MURRAY,

Superintendent.

REPORT

OF BOARD OF CORRECTIONS AND CHARITIES ON THE PROPOSED APPROPRIATIONS FOR THE SCHOOL FOR THE YEARS OF 1897 AND 1898.

Lansing, November 10th, 1896.

PROF. A. J. MURRAY, *Superintendent State Public School, Coldwater, Mich.:*

DEAR SIR—Your communication to the State Board of Corrections and Charities, submitting for its consideration and opinion the proposed appropriations for your institution, for the years 1897 and 1898, has been received. We visited the State Public School as required, and “investigated the conditions and needs of the same.” We have carefully considered the appropriations proposed, and respectfully submit herewith our opinion of the same.

Current expenses, each year, approved.....	\$31,000 00
Cement walks and fences, approved.....	340 00
<hr/>	
Laundry; washers, engine and repairs.....	950 00
Water works and heating.....	275 00
<hr/>	
	\$1,225 00
<hr/>	

The condition of the old washers now in use is such that, in our opinion, they should be replaced. This is also the case of the old engine, and the item is approved.

The need of an outside water closet at the hospital is apparent, and is approved.

The isolating cottage should no longer lack proper heating and bathing facilities, the amount asked to put it in such proper shape is reasonable, and is approved.

Attendant and expenses	\$804 00
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The need of an escort for the little children who are being placed in homes, is beyond question. At the rate homes are being found for such, the amount would seem no more than would be required, and the item is approved.

Painting and repairing.....	\$1,202 75
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The condition of the buildings named shows the need of the repairs contemplated to keep this State property in proper shape. The estimated expense for doing the work is, in the opinion of the Board, reasonable, and the item is approved.

Yours respectfully,

GEO. D. GILLESPIE, *Chairman.*

L. C. STORRS, *Secretary.*

TREASURER'S REPORT.

STATE PUBLIC SCHOOL,
OFFICE OF THE TREASURER,
Coldwater, Mich., June 30, 1896. }

To the HON. STANLEY W. TURNER,
Auditor General, Lansing, Michigan:

DEAR SIR—In conformity with law, the undersigned, Treasurer of the State Public School, hereby submits the summary of receipts and disbursements for the above-named institution from June 30, 1894, to June 30, 1896.

Current expense for the period of two years ending June 30, 1896.

Debit.	Credit.
June 30, 1896: To vouchers paid..... \$75,198 29 December, 1896: To draft to Auditor General..... 98 88 June 30, 1896: To balance on hand returned to State Treasurer..... 1,102 88 \$76,394 05	June 30, 1894: By balance on hand \$6,393 75 cash received from State Treas- urer..... 70,000 00 April 6, 1896: By error in paying voucher..... 30 \$76,394 05

FARM ACCOUNT.

Debit.	Credit.
June 30, 1896: To vouchers paid \$10,212 04	June 30, 1896: By cash received from farmer..... \$10,212 04

Disposition of the balance of the special appropriation funds of the Legislature of 1893.

HOSE FOR FIRE PROTECTION.

Debit.	Credit.
December 31, 1894: To vouchers paid \$39 24	June 30, 1894: By balance on hand..... \$39 24

TREASURER'S REPORT.

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REPAIRS TO HOSPITAL.

Debit.		Credit.	
December 31, 1894:		June 30, 1894:	
To vouchers paid	\$247 92	By balance on hand	\$247 92

HOG BARN.

Debit.		Credit.	
December 31, 1894:		June 30, 1894:	
To vouchers paid	\$122 86	By balance on hand	\$122 86

PAINTING ICE HOUSE.

Debit.		Credit.	
December 31, 1894:		June 30, 1894:	
To vouchers paid	\$80 70	By balance on hand	\$80 70

PAINTING PORCHES ON COTTAGES AND MAIN BUILDING.

Debit.		Credit.	
December 31, 1894:		June 30, 1894:	
To vouchers paid	\$6 48	By balance on hand	\$6 48

REPAIRS ON MAIN BUILDING.

Debit.		Credit.	
December 31, 1894:		June 30, 1894:	
To vouchers paid	\$59 24	By balance on hand	\$59 24

REPAIRS ON WALKS.

Debit.		Credit.	
December 31, 1894:		June 30, 1894:	
To vouchers paid	\$82 06	By balance on hand	\$82 06

FURNITURE FOR COTTAGES.

Debit.		Credit.	
December 31, 1894:		June 30, 1894:	
To vouchers paid	\$2 35	By balance on hand	\$2 35

STATE PUBLIC SCHOOL.

FURNITURE FOR MAIN BUILDING.

Debit.		Credit.	
December 31, 1894:		June 30, 1894:	
To vouchers paid	\$279 92	By balance on hand	\$279 92

Disposition of the special appropriation funds of the Legislature of 1895. See Public Acts of Michigan of 1895, Sec. 219.

PURCHASE OF LANDS.

Debits.		Credits.	
June 30, 1896:		June 19, 1895:	
To vouchers paid	\$3,500 00	Received from State Treasurer	\$3,500 00

DISHES.

Debits.		Credits.	
June 30, 1896:		June 19, 1895:	
To vouchers paid	\$100 00	Received from State Treasurer	\$100 00

REPAIRS AND PAINTING OF BUILDINGS.

Debits.		Credits.	
June 30, 1896:		June 19, 1895:	
To vouchers paid	\$2,063 90	Received from State Treasurer	\$2,063 90

WATER-WORKS AND HEATING.

Debits.		Credits.	
June 30, 1896:		June 19, 1895:	
To vouchers paid	\$911 00	Received from State Treasurer	\$911 00

FURNITURE AND BEDDING OF COTTAGES.

Debits.		Credits.	
June 30, 1896:		June 19, 1895:	
To vouchers paid	\$200 00	Received from State Treasurer	\$200 00

LIBRARY AND REBINDING.

Debits.		Credits.	
June 30, 1896:		June 19, 1895:	
To vouchers paid	\$100 00	Received from State Treasurer	\$100 00

TREASURER'S REPORT.

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CARRIAGE.

Debits.		Credits.	
June 30, 1896:		June 19, 1895:	
To vouchers paid.....	\$100 00	Received from State Treasurer.....	\$100 00

HARNESSES.

Debits.		Credits.	
June 30, 1896:		June 19, 1895:	
To vouchers paid.....	\$50 00	Received from State Treasurer.....	\$50 00

Cows.

Debits.		Credits.	
June 30, 1896:		June 19, 1895:	
To vouchers paid.....	\$651 00	Received from State Treasurer.....	\$1,000 00
Bal. returned to State Treasurer...	849 00		
	\$1,000 00		\$1,000 00

RECAPITULATION.

	Expenses.	Receipts.
June 30, 1894—Balance on hand.....		\$920 27
Received for purchase of land.....		8,500 00
“ “ “ dishes.....		100 00
“ “ repairs and painting buildings.....		2,063 90
“ “ water-works and heating.....		911 00
“ “ furniture and bedding for cottages.....		200 00
“ “ library and rebinding.....		100 00
“ “ purchase of carriage.....		100 00
“ “ “ harness.....		50 00
“ “ “ cows.....		1,000 00
Total amount received for special purposes.....		\$8,945 17
Total amount expended for special purposes.....	\$8,595 17	
June 30, 1896—Balance returned to State Treasurer.....	849 00	
Total.....	\$8,945 17	\$8,945 17

STATE PUBLIC SCHOOL.

KITTY BAGLEY FUND.

Debits.		Credits.	
June 30, 1896: This amount has been invested in a real estate mortgage with interest at seven per cent, but has recently been paid and deposited in the bank to be reinvested.....	\$1,000 00	June 30, 1896: By this amount received in 1880 from Gov. and Mrs Jno. J. Bagley, to be held in trust by the Board of Control, the interest to be expended each Christmas for the individual benefit of the children of this school, the gift to be a perpetual fund in memory of Kitty Bagley a daughter of the donors, and to be known as the Kitty Bagley Fund.....	\$1,000 00
	<u>\$1,000 00</u>		<u>\$1,000 00</u>
June 30, 1896: Amount expended in Christmas presents in 1894 and 1895.....	\$116 55	January 8, 1896: Interest on mortgage.....	\$70 00
June 30, 1896: Balance on hand.....	40 95	January 8, 1896: Interest on mortgage.....	70 00
	<u>\$157 50</u>	April 8, 1896: Interest on mortgage.....	17 50
			<u>\$157 50</u>

The receipts and disbursements of this fund are not reported to the Auditor General. However, vouchers for all disbursements are on file in this office.

VOUCHERS, ETC.

For all expenses incurred by this institution, triplicate vouchers are made, one of which is filed with the Auditor General, one in the Institution and one in this office.

The treasurer reports to the Auditor General at the end of each month, filing his vouchers with him and making settlement. The original bills or either set of vouchers may be seen at any time.

Respectfully yours,

B. S. SPOFFORD,

Treasurer.

SUPERINTENDENT'S REPORT.

To the Honorable Board of Control of the State Public School:

GENTLEMEN—I herewith present to you my report of the State Public School for the biennial period ending June 30, 1896, together with the reports of the physician, the principal of schools, the State agent, and such tables as in my judgment will show the most interesting statistics connected with this work for the last biennial period and in part that of its past history.

It is hoped that the compiling of these tables may serve to give students of child-saving problems the benefit of some of Michigan's twenty-two years of experience in assisting homeless children to higher spheres of living.

This report will show the work of the State Public School for the full biennial period covering that portion of Hon. A. N. Woodruff's superintendency extending from June 30, 1894, to September 1, 1895, and that of your present superintendent from Sept. 1, 1895, to July 1, 1896.

OUR OBJECT.

There seems to be considerable divergence of opinion concerning the objects of this institution. To the average citizen of the State this School is a reformatory. To the more learned, an educational institution for the literary culture of the State's children. The industrial feature is expected to predominate by many. A few have supposed that this institution was a sort of temporary shelter and boarding house for children whose parents pay for their support. Act 115, sec. 6, of the public acts 1893, the act providing for the government, management and control of the State Public School, says "The object of this act is to provide a temporary home for dependent children in said school where they shall be retained *only* until they can be placed in family homes." And in section 8 of same act it further says "While in said school the children shall be maintained and educated in the branches usually taught in the common schools. They shall have proper moral and physical training and shall be taught how to labor so far as their age and condition will reasonably permit."

While it would be pleasant to "read into" this act the possibility of giving a good start in education to each child admitted, or to keep children as temporary boarders whose parents wish to call upon them from

time to time and might possibly contribute to their support, or to train children for shops, we have sought earnestly to follow the object as stated by the Legislature and not sought to carry out any other line of work that to us might have seemed pleasant or profitable. We believe sincerely that the family home should be secured as soon as reasonably possible and have sought to train the children for such home life. With the person who goes blindly and says this kind of an institution is not an absolute necessity we most decidedly differ. As a hospital would not be an ideal home for any one but becomes a necessity in civilized life, so it is that with dependent or neglected children, the State Public School acts as a mental, moral, physical, industrial, religious, æsthetic, and literary hospital for the boy and girl who must be treated before going into the class of family homes that we would wish for the State Public School's children. That there are persistent and chronic cases in this hospital life of the State Public School is asserting that child nature is but human nature.

Those who are seeking the aid of a benevolent public to carry on this home securing work and child supervision in homes without an institution must admit that they can do little for certain classes of children among which are included the colored children, children of foreign language and parentage, those children who are greatly emaciated and need a course of physician's tonic prescriptions, healthful diet, fresh air, and those who need an education in good manners and habits in refined surroundings.

NOT A REFORMATORY.

While there are *many* problems of home and school life essentially of a reforming nature there is no foundation, except that of ignorance, for calling the State Public School a reformatory in any such sense as are those institutions where children are received because of some evil committed.

The work of child saving through prevention is quite distinct from that of child saving through reformation though both come within the same high work of making noble men and women of children who would most naturally fail in life's struggle through lack of equal advantages with their neighbors.

There are many phases of prevention and reformation that grow directly from poverty and it is a delicate question to determine where prevention should leave off and reformation begin. In all child saving work we are constantly met with the awfulness of poverty. The causes of poverty and the ease with which poverty's children fall into crime are too well known to need comment.

That the State Public School has materially assisted Michigan in caring for her poor through this institution's training and home-finding system and is constantly lifting little children from poverty and homelessness to affluence and contentment without creating a demand for more and more almsgiving is the pride of the friends of the State Public School.

THE SUPERINTENDENTS OF POOR.

According to the law, public acts 1893, act 115, for admitting children to the State Public School the superintendents of poor must make the

request of the judge of probate for a child's admission here. In assuming this responsibility of assisting in separating mother, father and child and in seeing to it that only children who are eligible for good homes are sent here we have been considerably treated by the superintendents of poor.

Because of the watchfulness and discretion on their part we have been enabled to retain nearly all who have come here. There have been a few cases which have escaped the county physician's and superintendent's notice, thereby necessitating the return of the children to their county. That it will be necessary for this institution to return children to the county "who cannot be placed in or retained in family homes, or who are incorrigible, or who are unsound of mind or body" as provided by law seems certain.

It has ever been the aim to keep this number at a minimum and the following table will show that the past biennial period has been one of remarkably few "returned to county" cases, and the statement that the State Public School has ever abused its privilege of returning children to their county can not be well substantiated by the following figures:

Table showing children returned to county.

Year.	Causes.									Totals.
	Age limit.	Immoral.	Diseased.	Incorrigible.	Feeble minded.	Sent to Industrial Home.	Sent to Prison.	Sent to Blind School.	Sent to Home for Feeble Minded.	
1874.....			2	1						3
1875.....			1	2	2					5
1876.....			1	1	1					3
1877.....	3		5	9	4					21
1878.....	1			8	5					*15
1879.....	7		3	18	5					33
1880.....	7		4	6	2					19
1881.....	4			7	14					25
1882.....	1		5	18	10					29
1883.....	5	4	8	3	4	15				†42
1884.....	2	4	3	11	10	4				†35
1885.....	1	2	2	10	1	1				17
1886.....	2	1	4	11	8	4				30
1887.....	2	2	10	9	4	4	1			32
1888.....			2		3	2				7
1889.....		4	9	9	6	3				31
1890.....		2	4	11	4	4		1		26
1891.....		4	6	5	18	1				29
1892.....	4		2	10	7	3				26
1893.....		3	3	3	3	5				17
1894.....		3	2	7	1	5	1			†19
1895.....			4	1	Insane 1	7			24	37
Totals.....	89	29	80	155	107	58	3	1	24	501
Average.....	1 4-5	1½	3¾	7	4 10-11	2¾	3-22	1-22	1 1-11	22 17-22
Per cent. of returns..	7 3-5	5 4-5	16	31	21	11 4-5	3-5	1-5	4 4-5	-----
Per cent. enrollment..	.93	.72	2	3.9	2.9	1.5	.08	.025	.6	12.5

* Not legally admitted (one).
† By order of Sup. Ct. (two).
‡ Not legally admitted (one).

In the place of returning children who were feeble minded to the county, arrangements have been made from time to time to transfer them to the School for Feeble Minded and we have acted as the agent of the various counties in this transfer. This has taken 24, a very undesirable portion of dependent children, to a place especially adapted for them.

NO CHILDREN TO REMAIN IN COUNTY HOUSES.

The law prohibiting the keeping of children in county houses has proven a blessing to the homeless children, and source of satisfaction to both the superintendents of poor and ourselves.

The county house environment, physical, mental, moral, and religious, has not usually been such as would help children in their training for good homes.

There is one other law in which the superintendents of poor have been called upon to act with considerable harmony with the superintendent of this institution.

THE CHILDREN UNDER TWO YEARS OF AGE.

By act 94 passed by the Legislature of 1895, this School is allowed to take children under two years of age when possible.

When the condition of the School became such in the spring of 1896 to warrant it, the superintendent was authorized to begin the practice within certain limitations. This will probably bring 20 or 30 children more to the school each year than might otherwise come. There is a growing desire on the part of most worthy homes for such children and we have found many of our most happy experiences have come through finding homes for these infants.

It has not been thought possible as yet to care for children under six months of age and possibly in many cases where the mother can care for her child not desirable.

SUPERINTENDENTS OF POOR AND COUNTY AGENTS THE LEGAL ATTENDANTS.

The law providing that only superintendents of poor or county agents shall act as attendants in bringing children to this School is not carefully regarded, but many instances have occurred where county agents have brought the new children here, met the officers of the School, talked with the children, and gone away determined to do more for the work of finding good homes for the homeless children.

FINANCIAL.

Especial attention is requested to the estimates made by the board of control of this institution for the years 1897-8. Each item will bear the closest scanning. The general statistics which follow are also very interesting and it gives me much pleasure to state that each individual item asked for met the approval of the State Board of Corrections and Charities as shown by their letter which immediately follows. Besides these, tables number 1 to 8a, in tables of statistics will be found especially interesting.

THE RECEPTION OF CHILDREN.

During the past two years there has been a marked increase in the number of children received. There were received as follows for each year since the School was opened:

Table showing number received each year since the institution opened.

	1874.	1874-5.	1875-6.	1876-7.	1877-8.	1878-9.	1879-80.	1880-1.	1881-2.	1882-3.	1883-4.	1884-5.	1885-6.	*1886-7.	1887-8.	1888-9.	1889-90.	1890-1.	1891-2.	1892-3.	1893-4.	1894-5.	1895-6.	Total.
Boys...	113	59	108	64	106	68	114	89	100	97	195	133	181	122	125	135	188	114	119	95	127	118	140	2,655
Girls ..	47	33	53	33	54	38	54	48	51	53	95	61	91	58	99	71	72	57	48	42	55	60	93	1,336
Totals.	160	92	161	97	160	106	168	137	151	150	290	194	272	180	194	206	206	171	167	137	182	178	233	3,991

* For nine months only, from October 1, 1886, to July 1, 1887.

This table shows the marked increase in the past two years over the preceding biennial period. There has been an increase of 31 per cent in 1895-6 over 1894-5 and an increase of 30 per cent in the biennial period of 1894-6 over 1892-4. It will also be noticed that there was an increase of 55 per cent in the number of girls received in 1895-6 over 1894-5 and an increase of 56 per cent in the biennial period of 1894-6 over that of 1892-4. Another interesting fact is that 33½ per cent of all children received have been girls while during the past year 40 per cent have been girls and during the biennial period 1894-6, 37 per cent were girls.

ACT 189, PAGE 219, SESSION LAWS 1889. ILL-TREATED CHILDREN.

Though the separation of parent and child is one of the most serious questions that can be discussed in civilized nations, there is a time when the State of Michigan has decreed that the sacred words father and mother are a misnomer and justice to the general welfare as well as the child nature demands that these home relations shall be sundered. The act referred to says in substance that any parent or guardian who cruelly punishes, or negligently deprives any child of food, clothing, or shelter or who permits said child to visit public places to solicit or beg alms or allows such child to frequent the company of depraved persons, may, upon trial before judge of probate have such child taken forever from them and sent to the State Public School.

This act has been very salutary in its effects upon the communities where it has been enforced and probably represents the most advanced type of civilized law. The children committed here under this act have usually been somewhat emaciated and of the rougher class. We have found them showing splendid and very marked results from a few weeks or months School life. They yield to kindness and good treatment quite readily and form one of the highest types of child saving work. There has been received during the past year under this act only five children. It is believed that the influence of the enforcement of this act upon the School will be to increase the number of children sent here and as most of such cases will doubtless be found in cities it will cause an additional

usefulness to come from the systematic, religious, moral, æsthetic, and physical regime of this institution. I believe it is to be regretted that this act is not more universally enforced and think that cases deserving the application of this law exist in many cities and villages where the machinery of the law should be started.

CHILD LIFE AT THE STATE PUBLIC SCHOOL.

Next in interest after the manner of receiving children has been discussed is the School life and its management.

There are at present but five departments in the institution. First, The department of records and schools with Miss Rachel Cook as head of the department. Her report is herewith handed you. Second, The department of health, including quarantining, nursing, and caring for the sick, with general supervision of the health of all inmates. This department has been in the charge of W. L. Ford, M. D., and I take pleasure in referring you to his written report. Third, The department of clothing, dietary and home life in charge of Miss Catherine Jones. Tables showing the cost per capita and in total for clothing, food and salaries and wages will show the manner in which this department is managed as well as can be stated in writing. Fourth, The department of heating and repairs in charge of Mr. Andrew J. Bennett. If you will refer to the tables showing the extent of improvements and repairs and the statistics concerning heating, etc., it will be seen that this department and its well management mean very much for the comfort and health of both children and employes. Fifth, The department of farming, gardening and dairying in charge of Wm. H. Lossing. From the tables at the close of this report it will be seen that the farm is made very useful and is practically indispensable in keeping up the high standard of health always maintained in this institution.

Immediately upon being admitted to this School, the transformation caused by the bath and clean new suit of clothing on the child is noticeable. The clothing brought here is at once thoroughly fumigated and the two weeks' quarantine begins during which time special pains is taken to become acquainted with the peculiarities of the new child and by kindness and sympathy he is made to feel that he has fallen in pleasant paths. The contrast between this home and the old home is usually to his taste but there are many tears shed for friends left behind.

At the end of the two weeks the cottage or institution home life begins with its day school, music, Sabbath school, cottage games, play ground frolics, swings, and all that can be thought of by kind friends. The holidays are indeed fete days to the State Public School boy and girl. There is no feature of Christmas, New Years, Washington's Birthday, Decoration Day, Fourth of July nor Thanksgiving Day but what our boys and girls are partakers of it so far as institution children can know. Thanksgiving without father and mother is sad anywhere and Christmas is not quite what it was intended to be for boys and girls when brothers and sisters are missing.

The Kittie Bagley fund of \$1,000.00, the interest of which was so generously given as an endowment for individual Christmas presents purchasing is the annual feature of Christmas giving. We have especial reason to be thankful that our State and institution had such a warm practical friend as was Hon. John J. Bagley.

Gen. R. A. Alger kindly remembers the children each two years and many happy hearts at the State Public School will ever remember him and his kindly benevolence.

INSTITUTION OR HOMES?

There are many pleasant features about child life in an institution that to a casual observer seem ideal and therefore the best method of caring for children. But to be always dependent is not, nor never was a happy way of permanent living for the Michigan boy and girl. There is a longing for real life and family love such as few at first understand who come in contact with these children. They long for a home as the school boy or girl longs for promotion or graduation day. They instinctively feel the mechanical nature of the institution though filled with ever so much kindness and you can count the child who prefers dependence in an institution to the freedom of a real home as a boy who will very likely believe later that the world owes him a living. Again, the financial view teaches the same lesson of the importance of placing the child in a home after preparing him for the same in an institution. Then with those who believe in the institution for children until of age and with those who believe that any child may be taken from poverty and possibly ill-treatment and at once placed in a desirable home we differ, believing that the Michigan system is the true one because it may be adapted to the individual case in hand.

PLACING CHILDREN IN FAMILY HOMES.

On July 1, 1894, there were 200 children in the School of whom 177 were boys and 43 girls, 105 were on trial in homes of whom 74 were boys and 31 girls and 884 on indenture. During the year from July 1, 1894, to July 1, 1895, 178 were received, making a total enrollment of children cared for in the School, on trial and received of 498 during the first year of the biennial period.

On July 1, 1895, there were 221 in the School of whom 178 were boys and 43 were girls, 132 on trial in homes of whom 85 were boys and 43 were girls and 905 on indenture. During the year from July 1, 1895, to July 1, 1896, 233 were received making a total enrollment of children cared for in the School, on trial and received 586 during the second year of the biennial period.

There were in the School July 1, 1896, 137 children of whom 121 were boys and 16 girls. There were 142 on trial of whom 91 were boys and 51 were girls. Making a total in the immediate care of the School July 1, 1896, of 279 together with 1037 others from whom reports are being received or a grand total of 1,316 in the care of the School.

The lifting of the children under nine years of age from positions in life of toil, disappointment, poverty and possibly crime to that of usefulness, affluence, and dignified manhood and womanhood is the primary and most important work we strive to do. As the selection of children for their new homes is the work especially of your superintendent it helps to make his position enjoyable and brings much satisfaction.

But this work of finding good homes could not be done alone from the office of the School, the Governor of Michigan, the State Board of Corrections and Charities, the county agents of the State Board of Correc-

tions and Charities, the State agent, and the clerical force of this office, together with the kindly assistance of the commissioners of schools, guardians, newspapers throughout the State, and other friends of homeless children have made the efforts of the State board of control and your superintendent quite successful. This combined harmonious influence has all been bent toward accomplishing the primary object of the State Public School, that of finding good family homes for needy children.

In finding new homes for children the work of the State Agent has been wise, effective and continuous. The tables showing counties in which children have been placed during the past two years will show where we have found our new homes and to which county agents we are more especially indebted for efficient, aggressive assistance. (See table 25a, showing where children have been placed.)

During the past year we have made use of the following letters:

STATE PUBLIC SCHOOL,
Caldwater, Mich., April 13, 1896. }

To the Friends of the State Public School:

The board of control of the State Public School take pleasure in making the following statements concerning the School's condition: It is now in a position to receive all children legally entitled to its privileges. Heretofore, but few children under two years of age could be admitted. In accordance with the intent of an amendment to the law governing the State Public School, passed by the Legislature of 1895, arrangements have been completed by means of which all children, entitled to admission, but more especially those from one to two years of age, may be accepted.

The increase in facilities and conveniences for younger children has been brought about without added expense to the State. The friends of the State Public School have generously assisted so many of the children to good homes as to make available room. In fact, despite the hard times, we have closed two cottages and two school rooms.

For this gratifying condition of the State Public School, the board of control wish especially to thank the county agents of the State Board of Corrections and Charities, for their zeal in finding good homes for the children; the superintendents of the poor and judges of probate for their discretion in sending only strictly eligible children; the newspapers for kind words, and the men and women who have so generously opened their hearts and homes to these little ones, for their kindness.

There is no reason for a child in Michigan, who is eligible for admission here, to remain in destitution, evil surroundings, or as an inmate of some county house. There are many fine boys from two to ten years of age, still waiting for homes. But very few girls are in the school and only fifteen boys over ten years of age at present.

The State Public School, during its existence of twenty-two years, has received 3,945 children, placed 3,362 in homes, has 297 now belonging on trial or in the institution, and 955 on indenture.

Trusting that the foregoing statement may meet the approval of all friends of dependent or neglected children and the institutions for child saving, I am,

Respectfully,

A. J. MURRAY,
Superintendent.

STATE PUBLIC SCHOOL,
Coldwater, Mich., Aug., 1896. }

To the County Agents:

GENTLEMEN AND FRIENDS OF THE STATE PUBLIC SCHOOL—There are many subjects connected with this institution about which I should be pleased to visit with you. Inasmuch as some of you have called and know the peculiarities of the situation here,—and I hope all may some day visit us,—it would not be amiss for me to remind you that in the work this school strives to do that it is the active, enthusiastic, aggressive work of the county agents that has enabled us to find homes for so many children during the past year, and we must depend upon you to assist us in the future. In filling applications the plan has been to select children who have been longest in the School unless there should be good reason to do otherwise.

In this way seven-eighths of the children now eligible for indenture have been here less than one year. We have received 233 children during the year from July 1, 1895, to July 1, 1896. This is 58 more than the preceding year, or about 30 per cent increase in numbers received. This increase has not ceased, but seems even greater in proportion at present owing to the hard times. Thirty-five children were received in July, 1896, besides 10 returned. You will see from these figures that we must not abate our zeal in the cause of finding good homes for these boys and girls. We are now receiving children under two years of age, and can advantageously receive a few applications for these children, especially for baby boys. Our colored boys are especially in need of homes. We have many white boys between 2 and 10 years of age who have been waiting for a home nearly a year. Inasmuch as there is very little opportunity to find homes in about 20 counties owing to the scarcity of good farms, or the proximity to large cities, there remain about 60 county agents who must do the active work of soliciting homes for children.

If each active agent should secure one home for a colored boy and one home for a white boy from 1 to 9 years of age during the next month, the placing-out work would be well cared for this fall. Can we not expect as much as this during the fall season when new home finding is not so difficult as in other times of the year? We have no boys or girls over 12 years of age, and it is useless to investigate homes for such children.

If cases arise requiring immediate investigation and transfer I believe ordinary business and humanitarian interpretation of the law will authorize you to act at once—never forgetting to send full papers to our office. Please find enclosed note for local paper.

Thanking you all, gentlemen, for your assistance during the past year, and wishing you God speed in your work of true charity and well-doing, I remain,

Yours very truly,

A. J. MURRAY,
Superintendent.

HARD TIMES AND THE STATE PUBLIC SCHOOL.

The State Public School received 233 children during the year from July 1, 1895, to July 1, 1896. This was an increase of 30 per cent over the preceding year. The rate of increase in dependent and neglected children must be attributed to the hard times compelling fathers and mothers to part with their children. During July, 35 children were sent to this institution. This continued increase in the number of children who become wards of the State must make thoughtful people consider well the blessings of home, family and kind friends.

To you, who have a plenty and enough to spare, it would seem as if conscience would make you ask to aid these little ones (largely boys) by taking them to your homes. It is not necessary to adopt them, but to shield them, protect them, educate them, in short, giving to them some of the blessings of a real family, with the love and home that no institution can secure. Will you take one on trial and see if he does not make your home happier?

If some one could help a bright colored boy from two to ten years of age it would be considered an especial aid by those engaged in finding homes for these children. Any person willing to aid a homeless boy or girl under ten years of age should write to.

----- of -----, County Agent of the
State Board of Corrections and Charities, or directly to Supt. A. J. Murray, Coldwater,
Mich.

It has become necessary during the past year to take no applications for children more than twelve years of age while the average age of children placed in homes is about seven years. The placing of these younger children has proven especially satisfactory since they readily adapt themselves to the new home and cause few of the petty annoyances so often occasioned by the older children. In fact, they prove a source of pleasure to all who have to do with them. But homes for such boys, especially, are not readily found whereas there is no difficulty in finding good homes for little girls.

A CIRCULAR LETTER AND ITS ANSWERS.

During the past year the following circular letter has been sent to the guardians at the end of the child's first month in the new home.

STATE PUBLIC SCHOOL, }
Coldwater, Mich., 1896. }

To the Guardians of a State Public School Child:

We are very anxious to know how our children behave during the first four weeks in the new home. Do they show good training? If there is a particular in which you can commend them I should be very glad to hear of it. If any deficiency appears, other than the faults of the average child, we should know that. It is our aim to so train the children here that they will do well in good homes, and in that way we ask your coöperation. We thank you for your willingness to do true charity work in helping the homeless children by your love and training. If at any time you know where other children living here might find a good family home and kind friends, we should be very thankful for the information.

Kindly write me, telling of your first month's impression of the child in your home, and especially of any improvement under your training, and I should be greatly obliged.

Yours in the interest of kind friends for homeless children.

A. J. MURRAY,
Superintendent.

The answers to this letter have proven a source of great pleasure to those who have watched the little ones leaving for the new homes and a few replies are incorporated in this report.

LETTERS FROM GUARDIANS AT END OF FIRST MONTH.

July 11, 1896.

A. J. Murray, Superintendent, Coldwater, Mich.:

DEAR SIR—In reply to yours as to the child ———, would say that up to the present date I am perfectly satisfied with the child, its manners, habits, etc.
Very respectfully,

July 6, 1896.

A. J. Murray, Superintendent, Coldwater, Mich.:

DEAR SIR—I received your letter the other day. ——— likes her new home well and she behaves very good. She shows good training and I like her well just as though she was my own child and she loves us as though we were her own parents.
Very truly,

July 3, 1896.

Mr. Murray, Superintendent, Coldwater, Mich.:

DEAR SIR—We are very much pleased with our boy that you sent us. He seems to have had good training and he just suits us and has a good disposition. So far he has never been homesick or lonesome and seems contented. If he proves as good as he has been so far he will be a smart man some day. We could not spare him now.

He goes to Sunday School and Meeting and is under good influences. We think your system of training must be a good thing for children that you have under your care. He is in good health.
Yours respectfully,

July 9, 1896.

A. J. Murray, Coldwater, Mich.:

DEAR SIR—The little girl sent is quite a nice child, she tries to do what she is told as nice as she can and is willing to learn. She is a very happy child, quite contented in her new home and I think with careful training will make a very nice girl. I am well pleased with her.
Very truly,

July 11, 1896.

A. J. Murray, Supt., Coldwater, Mich.:

DEAR SIR—In reply to yours of June, I will say that the child placed in my home has given good satisfaction thus far. She has been as good as the average child.
Respectfully yours,

July 29, 1896.

Mr. Murray, Coldwater, Mich.:

DEAR SIR—We are more than pleased with our little girl. It would be impossible to find a child to suit us better so far. We love her as our own and she has been happy and contented from the first. She says she don't want to go back to Coldwater and that I should tell you she was mamma's sweet little girl and papa's sweetheart. She goes to Sunday school every Sunday and enjoys it very much. She is improving in a great many ways but was not bad at any time.

Yours truly,

July 9, 1896.

Mr. A. J. Murray, Coldwater, Mich.:

DEAR SIR—I received your letter and will endeavor to answer it. ——— came into his new home as cheerful, contented and happy as though he knew no other place or manner of living. He seems to feel perfectly at home and makes the home more cheerful for my wife and I. We like him well so far. He seems to learn easily and has been a good boy so far since he has been here.

Very respectfully,

July 7, 1896.

A. J. Murray, Supt., Coldwater, Mich.:

KIND SIR—We received your letter asking about how we liked the child. We like him first rate and he behaves as well as we can expect of a child of his age and he shows good training. He is a nice smart child and you couldn't have pleased us any better. He is a favorite among the neighbors. He made himself right at home on the start. My daughter takes him to Sunday school every Sunday and he behaves better than most of the older children. We would like to know his exact age and what month his birthday is.

We were just going to write you and tell you how well we liked him when we received your letter.

Yours truly,

July 18, 1896.

A. J. Murray, Supt., Coldwater, Mich.:

DEAR SIR—Your letter was received, and in reply will say that we are much pleased with our boy. Of course, he has his faults the same as other children, but I think when he gets used to our ways he will make us a pretty good boy. When we have had him a year and he suits us all right we would like to adopt him, and if times revive any next year we will want a little girl about the same age as our boy.

Your county agent called on us about two weeks ago to see how we liked the boy. He takes a great deal of interest in the children. Our best wishes to you, hoping what little we have done may prove of some benefit, I am,

Respectfully yours,

July 16, 1896.

Mr. Murray, Coldwater, Mich.:

DEAR SIR—I received your letter about a week ago, and I was so busy in my haying and harvest that I did not go to the postoffice, for which you must excuse me.

As for the little girl that we took from the school, we like her splendidly. She has one little fault, that is, she will tell a lie once in a while but we are in hopes we can break her of that.

She is a smart child and we have no thought of letting her go back. She is trying to learn to play on the organ, and we can tell you more when the sixty days are up.

Yours truly,

July 27, 1896.

Mr. A. J. Murray, Coldwater, Mich.:

DEAR SIR—I will try to answer your kind letter in regard to the little one in our home. I should like first to say that it would seem impossible to get along without her. I can plainly see that the training which she received at the School was the best. I have no fault to find whatever.

Since coming to our home she has become more obedient to us, and I know she is a contented, happy little girl. Your county agent tells me that there was a little brother of hers at the School. Could you let me know if he is still there, how old a boy he is, and what kind of a disposition he has? I should truly like to bring the two up together. I should like to hear about him.

Very truly yours,

NOTE—Later—The little boy went to the same home.

ACKNOWLEDGMENTS.

In conclusion I wish to acknowledge some of the many kindnesses extended to the institution among which are: The gifts of cash from Hon. R. A. Alger, a pass for children going to homes granted by the railroads of the upper peninsula through superintendents Underwood and Fitch. This is the only railroad concession we have been able to secure, though children and attendants have always been granted more than ordinary kindness on the part of conductors, ticket agents, and brakemen.

We acknowledge the kind invitations from the Y. M. C. A. secretary and opera house managers for the children to attend entertainments. The Andrews Choral Union of Coldwater also gave the children the opportunity of hearing a first-class musical entertainment. The managers of the Branch County Fair always admit the children free.

We are especially grateful for the courtesies extended the State Public School by the Detroit Evening Journal, Lansing Republican, Grand Rapids Democrat, Coldwater Reporter, all dailies, and to the Coldwater Courier, Coldwater Republican, Coldwater Star, Coldwater Sun, Grange Visitor, Humane Journal, Good Health Magazine, Michigan Miner, Ladies Home Journal, and papers published by Cleveland House of Refuge, the Industrial School for Girls, and the Industrial School for Boys.

The following papers have also advertised the work of the State Public School gratuitously and deserve thanks:

Acorn, Burr Oak; Advertiser, Constantine; Breeze, Bangor; Banner, Register, Benton Harbor; Christlicher Heusfreund, Battle Creek; Courier, Copemish; Courier, Ann Arbor; Courier, Coldwater; Courier, Coloma; Daily Star, Niles; Daily Moon, Battle Creek; Evening Echo, Alpena; Sunley's Enterprise, Galesburg; Enterprise, Scottsville; Michigan Farmer, Detroit; Graphic, Armada; Gazette, Kalamazoo; Herald, Saturday, St. Joseph; Herald, Tecumseh; Grand Traverse Herald, Traverse City; Herald, Lyons; Independent, Arenac; Index, Homer; Independent, Jonesville; Journal, Sturgis; Journal, Battle Creek; Leader, Dexter; Evening News, Benton Harbor; News, Marcellus; News, Grayling; News, Nashville; Pioneer, Alpena; Plymouth Weekly, Detroit; Palladium Daily, Benton Harbor; Record, Gladwin; Register, Union City; Alcona County Review, Harrisville; Review, Richmond; Record, North Lansing; Review, Wayne; Sun, Coldwater; Sun, Petersburg; Star, Coldwater; Standard, Hillsdale; Sun, Middleville; Daily Times, Adrian; Times Journal, Deerfield; Tribune, Atlanta; Wave, Lake Ann;

Observer, Romeo; Era, Berrien Springs; Our Church, Adrian; Journal, Bronson; Free Press, Detroit; Evening News, Detroit; News, Sault Ste. Marie; Democrat, Sault Ste. Marie; Reporter, Coldwater.

Besides many others whose names have not been preserved.

I wish also to thank the officers and employés of the State Public School for their coöperation, and you, gentlemen of the board of control, for your advice and support. I also trust that the same friendly support may be extended toward this School by future Superintendents of Public Instruction and Governors as have been shown me by Hon. H. R. Patten-gill and Governor John T. Rich.

Respectfully submitted,

A. J. MURRAY,

Superintendent.

STATE AGENT'S REPORT.

Mr. A. J. Murray, Superintendent State Public School:

SIR—I herewith submit to you and to the honorable board of control the report of the State Agency from June 30, 1894, to June 30, 1896. Tables No. 23 and 23a present in as compact a space as possible the work of each year arranged by sections, thus showing the comparative work and expense in the northern, middle, and southern counties of the State.

In the above mentioned tables it will be seen that the special cases have been placed in separate tables. By special cases I mean work not done in the regular line of visitation, such as a special trip to a county to attend to a case requiring careful and immediate attention. More special cases are reported in section three because it has been impossible for the State Agent to give this section as much time for regular visitation as to the others. The per capita cost is secured by dividing the total expense by the number of children visited and placed in homes and to the quotient thus received is added 83 cents the per capita salary expense. This last is obtained by dividing the yearly salary by the total number of children subject to visitation each year.

The items showing number of children doing well, fairly well, and poorly have been very carefully and conscientiously prepared and are a fair answer to those who wish to know the success of our placing out system. By those doing well I mean, those who are making steady progress in good homes, and by fairly well those whose progress is slow and halting, or who are only in average homes. Those doing poorly may be in poor or in good homes but still making no improvement.

Reference to the tables will show that it was necessary to return very few to the School during time of regular visitation. Unless a child proves to be incorrigible new homes can be found either in the same or adjoining counties.

Homes classed as poor are really of three kinds:

1st. Cases of cruelty.

2d. Cases of entire absence of judgment and tact with children.

3d. Cases of actual poverty.

In every case of the first named, the child has been immediately removed while in the cases of the second and third if not immediately removed the cases have been left in the hands of the county agent until just the right home could be found for the child. In cases of this sort the county agents have invariably been quick to cooperate so that it has been a pleasure to work with them.

In every county where it has been possible it has been the custom to visit the county agent both before and after visiting the children of the county and in this manner by careful consultation over each child and its home it has been possible to work much more intelligently toward the general welfare of the children. The general purpose of the present State Agent has been not simply to secure new homes but to improve the condition of those already in homes by a more perfect adjustment and a general improvement in the grade of homes.

In this work the majority of the county agents have shown a personal and unselfish desire to coöperate and have given our children much of their time and effort in work for which they could receive no financial compensation.

The State Agent has endeavored to adhere to the system of visiting by sections just as nearly as possible. By this method each child is reported once every four months.

1st. By visit through county agent.

2d. By visit through State Agent.

3d. By report from guardian.

Table 33 shows this method of report and visitation. It has been found impossible to visit all the children each year but within the two years all have been visited once and the majority twice.

COUNTRY HOMES.

The former policy of the State Public School of placing children in country homes is becoming still more pronounced and about eighty-eight per cent are now placed in country homes. There is no question but that the country home with *thorough supervision* is far superior to the city and village homes. Here lessons of thrift and economy, which this class of children especially need, are learned and as a result we can point with pride to our table showing the percentage of children who have done well since the Michigan State Public School was founded. (See table No. 27.) From a careful study of the children in each county the State Agent can truthfully say that the average character of State Public School children placed in country homes is equal to that of the children in the communities in which they are placed.

There is an opinion prevalent among a certain class of people that through this system a large number of our children are *bound* out to these farmers. This we wish to emphatically deny. It is true we have an agreement, but it is largely in behalf of the child (see forms in appendix) and stipulates that the agents of the School can remove said child at any time the interests of the child demand it. We believe in the toil of the farm and the hardy life which has made so many of our successful men, but we also demand at least five months schooling each year and a careful religious training. If in any case these conditions are not attended to we shall try to see that they are and, in this, demand the loyal coöperation of every citizen interested in Michigan and the welfare of its institutions.

Right in this connection appears the advantage of the county agency system, for by this system we have an agent close at hand to whom either child or neighbor can appeal personally and can rest assured that the case will receive immediate attention. Indeed the faithful county agent is the true friend of all children in his county whether they be from the State

Public School or others who by neglect or oppression are in need of help and protection. The State Agent has discovered many cases of children who, in times of sudden temptation or difficulty have, instead of running away, gone to the county agent as their natural friend and protector. By taking sufficient interest in his work to secure the friendship of every child in his county whom he visits, an agent may save himself much unpleasant work and at the same time do a great service for our children. The State Agency also has its advantages as a supplement to the work of the county agents as may be seen in cases cited below. The State Agent should be thoroughly in touch with the school and children and thus have an acquaintance with circumstances which the county agent does not have the opportunity to obtain. Such an acquaintance at both ends of the line should make the State Agency very efficient in the placing of children in homes adapted to them and in the attention to special cases.

It is true cases of unsuitable homes are occasionally found in spite of all vigilance in previous selection and it may be of interest to give some instances:

We recall one home which we supposed would prove to be one of the very best in the county where there were about forty of our children placed. The family was wealthy, owning the finest country home in the county and having no children, they wished a little boy from 8 to 10 years of age. We naturally made the best selection we could and placed with them a fine manly little fellow of 8 years. When four months later the State Agent was making his regular visitation in that county, this family had many complaints to make of our little man. Above all things they claimed that he had no sense of feeling or affection. This seemed strange knowing what we did of the boy. He was called in and appeared in rags with the smell of the stable strongly about him and with a dogged expression. After a few words of sympathy with him he suddenly burst into tears to the astonishment of his guardians, and from his admission it was found that he had either been kept in the stable or kitchen ever since he first went to the home and his pride and affections were being crushed simply for the want of a few kind words and the privilege of wearing good clothes at least once a week. He was simply a stable boy, and yet these good people of most excellent character and reputation in the neighborhood were of that natural make-up that they could not see the good in any child except as he was useful about the barn. After consultation with the county agent it was determined to remove this boy and he was soon placed by the county agent in a home where his good qualities are appreciated and where he recently received the State Agent with happiness, enthusiastically describing his many new possessions and among them his *new* papa and mamma.

Just one other typical case:

One of our boys 11 years of age placed with a school director, a man of property and influence and a friend of the county agent. The county agent stated that several complaints had been made to him but under the circumstances, the removal of the boy would be a very delicate task for him to undertake because of his intimacy with the man. As a result of the guardian's political influence and power in the community it was impossible to find a single neighbor who dared to more than hint at the difficulty as they quite evidently feared his displeasure.

All the school teachers were obliged to board at his home. At last a former teacher was found who stated the true condition of the boy. The

boy stoutly defended his home, and for some time the present teacher would say nothing because her position depended upon it. However, after some reassurance the present teacher resolved to tell all she knew and fully corroborated all that the former teacher had said. The boy would admit nothing until he was removed which was immediately done, although not until there had been a hard struggle with the guardian.

This boy was placed in another section of the same county by the State Agent with a family that has since adopted him and are planning to send him to the State Agricultural College in about three years. This instance only again shows how even the best of us may be deceived by appearances and that a certain degree of experiment is necessary, at times, to get the right child in the right home. Many cases have been found also where as a result of death, misfortune, or the drink habit the conditions of a home are changed and it becomes advisable to remove the child.

Many more cases might be cited but space will not permit.

In tables 24 and 25 will be found a list of county agents and a general summary of the placing out department of the School.

Respectfully submitted,

STANLEY C. GRIFFIN,

State Agent.

REPORT OF PRINCIPAL OF DAY SCHOOLS.

Mr. A. J. Murray, Superintendent State Public School:

DEAR SIR—I herewith submit to you my report of the school department of this institution which has been under my charge for the period of the school year beginning September 2, 1895, and ending June 30, 1896.

School opened September 2, 1895, with both teachers and pupils eager to begin work; pupils expecting new interests and new pleasures after their vacation and the teachers hoping before the end of the year, to accomplish many things of benefit to the pupils whose minds they were to help train and whose habits they were to help form. This effort on the part of the teachers was successful, their year's work certainly being one of progress.

At the beginning of the year the second kindergarten room was seated and furnished preparatory to doing first primary work leaving but one room doing wholly kindergarten work and giving opportunity for moving the younger children along in the work of reading, writing, etc., as soon as their minds were sufficiently developed regardless of age; though as a rule children have reached the age of five years before beginning this work.

Music charts and Prang's drawing models, together with books for the teachers' use have been purchased and instruction in these subjects has been carried on more systematically than heretofore.

During the fall and spring very enjoyable excursions were made to the woods and about the grounds by the different rooms giving the children opportunity to observe the beauties and workings of nature under the guidance of their teachers and affording subjects for reading and language lessons which were not only instructive but also very interesting and added much life to the work of the school.

No systematic arrangement in the matter of promotion has been established, the continual changing of the pupils in the different rooms making this a difficult matter; but we have endeavored to move *each* child along as rapidly as he was capable of going and at somewhat irregular periods there have been general promotions.

For the greater part of the year the sessions of the school were from 9:00 a. m. to 11.30 a. m. and 2.00 p. m. to 4.30 p. m. except the kindergarten which closed half an hour earlier each session, and during the shorter winter days the afternoon session began at 1.30 and closed at 4.00 o'clock.

All children of the institution attend school except in cases of sickness or some physical difficulty making it advisable to keep them out of school rooms.

Table No. 20 gives the more important statistics of the school for the year 1895-6, following which, is given an outline of work in each grade and text books used.

Respectfully submitted,

RACHEL COOK,

Principal.

PHYSICIAN'S REPORT.

A. J. MURRAY, *Superintendent of the State Public School:*

SIR—It is with gratification that I can again report the general health of the children in the School as excellent. Although we have been obliged to record four deaths in the institution during the past two years it should be stated that without exception these deaths were unavoidable. John Royer was attacked with typhoid fever about one week after his admission to the School and died October 8, 1894, after an illness of eight weeks. The boy contracted the disease before he entered the School. This was the only case of typhoid fever.

Roy Seager, another new boy, was attacked in quarantine on February 16, 1896, with pneumonia complicated with oedema of the glottis (a rapidly fatal form of croup). Everything was done for his relief including tracheotomy but he died on February 19 of double pneumonia.

May Warren died of heart clot following a short illness due to influenza on November 15, 1895. Clarence Tracey, a colored child about three years old, died on June 14, 1896, of tubercular meningitis, a malady he undoubtedly inherited.

By referring to the following table you will see that a large percentage of the cases treated consists of influenza, most of the cases occurring during the winter months and being due to atmospheric causes and direct contagion as well. As a rule these cases have been mild. The whole number of cases treated in the hospital during the two years is 240. This does not include the children who come to the hospital daily for medicine.

Influenza.....	82	Intermittent fever.....	5
Tonsillitis.....	36	Remittent fever.....	3
Croup.....	6	Tubercular meningitis.....	1
Pneumonia.....	3	Rheumatism.....	3
Conjunctivitis.....	2	Hip joint disease.....	1
Cornelitis.....	1	Tubercular knee joint.....	1
Ulceration cornea.....	1	Fracture, left arm.....	1
Slight injuries.....	5	Fracture tibia.....	1
Total.....	136	Total.....	16

The largest number were admitted September 1895, 20.
The least number were admitted January 1896, 3.

I would call your attention to the fact that in the isolation building there is neither bath tub nor water. As we use this building quite frequently it would be a matter of great convenience if these were added.

It is important also that an outside closet be built for the use of the boys in the hospital.

Respectfully,

W. L. FORD, M. D.

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STATISTICAL TABLES.

TABLE NO. 1.—*Current expenses for the year ending June 30, 1895.*

Debits.		Credits.	
Inventory, June 30, 1894	\$14,242 78	Bills payable, June 30, 1894.....	\$2,083 50
Cash on hand, June 30, 1894.....	6,893 75	Inventory, June 30, 1895.....	16,856 54
Bills payable, June 30, 1895.....	2,267 13	Cash on hand, June 30, 1895.....	3,251 08
Amount expended	83,836 83	Net current expense	39,874 34
	\$80,965 44		\$80,965 44

TABLE NO. 1A.—*Current expenses for the year ending June 30, 1896.*

Debits.		Credits.	
Inventory, June 30, 1895	\$16,356 54	Bills payable, June 30, 1895.....	\$2,267 13
Cash on hand, June 30, 1895.....	3,251 08	Inventory, June 30, 1896.....	21,508 76
Bills payable, June 30, 1896.....	551 91	Cash on hand, June 30, 1896.....	1,102 38
Amount expended.....	37,202 19	Net current expense.....	32,483 43
	\$57,361 70		\$57,361 70

TABLE NO. 2.—*Summary of inventory, presented in accordance with the requirements of Sec. 3, Act No. 206, Public Acts, 1881.*

Land	\$25,000 00	
Buildings.....	148,240 00	\$168,240 00
Brick tunnel.....	\$1,500 00	
Sidewalks	2,000 00	8,500 00
Plumbing and water supply.....		8,000 00
Drainage system.....	\$1,000 00	
Sewerage system	8,700 00	4,700 00
Steam supply apparatus.....		23,500 00
Gas supply apparatus		5,500 00
Cooking apparatus		195 00
Mill machinery.....	\$307 00	
Laundry machinery.....	818 00	625 00
Food		823 72
Clothing		8,459 93
Laundry		189 84
Heating.....		1,016 81
Lights.....		75 00
Medical supplies		323 87
Stationery, printing, etc.		1,260 85
Amusement and instruction		8,463 11
Household supplies		2,101 72
Furniture and bedding.....		9,822 54
Improvements and repairs.....		811 64
Tools and machinery.....		851 90
Farm, garden, stock and grounds		2,761 18
Total		\$245,728 11

TABLE NO. 3.

Months.	Totals.	Salaries and wages.	Food.	Clothing.	Laundry expenses.	Heating.	Light.
1894:							
July.....	\$2,540 89	\$885 20	\$418 87	\$164 85	\$100 58	\$242 02	.....
August.....	2,548 09	984 05	466 05	351 86	119 20	121 88	.....
September.....	2,540 89	782 88	445 12	308 75	100 85	208 83	.....
October.....	4,824 68	971 88	956 45	319 64	70 18	1,290 52	\$175 14
November.....	4,428 84	1,186 56	679 22	1,288 36	100 77	128 26	.....
December.....	6,923 58	1,986 88	651 88	1,508 26	168 88	1,212 96	.....
1895:							
January.....	2,101 51	1,062 06	161 19	242 83	167 40	109 15	.....
February.....	2,827 57	840 97	407 98	10 45	62 98	561 82	.....
March.....	2,488 65	955 54	494 19	210 23	69 50	268 01	.....
April.....	2,898 77	937 62	254 40	67 55	69 08	1,028 87	29 00
May.....	2,884 94	931 67	418 26	250 35	73 81	226 66	.....
June.....	2,115 02	792 24	411 38	67 28	108 06	174 84	.....
Totals.....	\$38,061 83	\$12,267 45	\$5,764 44	\$4,784 41	\$1,205 09	\$5,582 29	\$204 14

TABLE NO. 3A.

Months.	Totals.	Salaries and wages.	Food.	Clothing.	Laundry expenses.	Heating.	Light.
1895:							
July.....	\$2,645 12	\$999 91	\$523 89	\$95 77	\$142 08	\$472 45	.....
August.....	3,144 44	885 87	611 08	154 41	75 44	626 63	.....
September.....	2,306 76	824 10	267 30	323 48	69 05	121 51	.....
October.....	2,831 39	950 96	219 09	257 87	157 46	448 80	.....
November.....	4,387 15	1,010 56	852 81	1,271 88	69 05	99 61	\$41 17
December.....	2,810 64	1,338 06	290 64	118 89	73 81	483 91	6 85
1896:							
January.....	4,253 77	1,051 04	954 77	493 90	91 71	730 24	159 48
February.....	3,121 23	914 94	197 18	289 33	114 17	800 49	186 17
March.....	2,229 00	971 60	564 36	15 15	61 14	155 83	54 81
April.....	3,045 70	806 66	266 75	576 19	48 68	667 01	44 91
May.....	3,102 74	750 89	260 96	127 89	156 82	959 81	29 16
June.....	3,882 25	697 06	252 16	696 14	68 18	109 06	24 66
Totals.....	\$37,202 19	\$11,091 67	\$5,260 44	\$4,420 90	\$1,123 04	\$5,675 35	\$496 71

STATISTICAL TABLES.

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TABLE No. 3.—Continued.

Medical supplies.	Stationery printing, etc.	Amusement and instruction.	Household supplies.	Furniture and bedding.	Improvements and repairs.	Tools and machinery.	Farm, garden, stock and grounds.	Freight and transportation.	Miscellaneous expenses.
\$68 81	\$57 59	\$3 80	\$89 44	\$86 17	\$78 77	-----	\$288 29	\$70 55	-----
28 29	23 40	23 98	88 47	48 84	118 62	35 52	238 70	20 85	\$10 00
80 80	23 17	24 19	44 81	-----	279 10	1 15	261 94	80 96	-----
45 58	91 87	68 45	133 74	11 89	263 08	6 35	349 81	12 16	10 00
57 99	135 75	70 45	186 18	184 08	62 11	-----	306 12	88 48	-----
49 41	26 85	23 39	79 44	479 86	408 88	16 08	261 08	80 45	-----
5 50	94 47	23 15	37 00	8 00	69 89	15 50	54 49	62 28	-----
125 68	33 75	10 77	78 55	-----	50 59	25	117 81	87 01	-----
5 85	70 60	10 89	18 48	20 95	98 79	13 96	176 72	23 75	-----
21 18	96 89	25 05	64 08	19 00	24 97	1 50	194 95	42 75	-----
16 91	14 55	55 91	20 67	10 85	53 51	5 85	177 83	76 72	43 60
118 25	28 29	3 80	36 98	-----	42 90	15 00	247 86	60 24	5 50
\$548 85	\$994 00	\$407 65	\$908 07	\$226 25	\$1,568 20	\$24 15	\$2,716 44	\$508 29	\$70 50

TABLE No. 3A.—Continued.

Medical supplies.	Stationery printing, etc.	Amusement and instruction.	Household supplies.	Furniture and bedding.	Improvements and repairs.	Tools and machinery.	Farm, garden, stock and grounds.	Freight and transportation.	Miscellaneous expenses.
\$31 62	\$25 08	\$26 22	\$47 45	\$19 20	\$64 37	30 98	\$175 68	\$79 91	-----
39 47	67 30	15 87	108 88	2 50	181 08	3 50	319 80	110 08	226 60
3 75	57 57	64 95	23 39	225 60	26 42	4 70	348 81	41 16	90
108 44	239 72	58 82	80 56	39 70	64 58	-----	151 12	71 81	-----
93 67	97 05	90 15	131 75	163 74	78 48	66 00	199 47	77 75	-----
35 40	108 17	14 38	115 47	2 00	35 22	1 40	105 47	68 24	10 88
48 87	81 81	12 49	108 42	70 10	149 80	26 25	179 11	101 87	-----
21 14	63 99	10 52	40 88	11 35	71 80	2 35	275 59	67 83	108 00
90	52 55	30	13 08	4 80	67 80	1 50	157 47	108 85	16 00
108 30	284 39	11 24	10 07	8 65	14 68	-----	191 79	47 12	5 05
50 41	84 04	83 90	43 25	100 35	76 90	5 95	208 99	212 42	-----
281 25	20 69	-----	46 70	46 88	267 87	5 45	596 97	115 50	46 82
\$753 98	\$1,164 17	\$288 25	\$612 81	\$906 67	\$1,125 80	\$118 08	\$2,312 27	\$1,096 50	\$408 60

TABLE NO. 4.—*Statement of current expenses taking inventory into account, 1884-95.*

	Inventory June 30, 1884.	Purchased during the year.	Total.	Inventory June 30, 1885.	Net cost.
Salaries and wages.....	-----	\$12,267 45	\$12,267 45	-----	\$12,267 45
Food.....	\$572 97	5,764 44	6,337 41	\$890 86	5,646 55
Clothing.....	8,419 09	4,784 41	8,208 50	5,543 56	2,659 94
Laundry expenses.....	110 62	1,205 09	1,315 71	121 90	1,193 81
Heating.....	589 76	5,582 29	6,122 05	178 54	5,943 51
Light.....	47 76	204 14	251 90	168 61	83 29
Medical supplies.....	207 02	568 85	775 87	299 10	476 77
Stationery, printing, etc.....	1,106 44	696 00	1,802 44	1,000 48	802 01
Amusements and instruction.....	1,809 00	407 65	1,716 65	1,185 87	530 78
Household supplies.....	1,375 19	808 67	2,183 86	1,419 79	764 07
Furniture and bedding.....	2,448 23	828 25	3,274 48	2,708 54	570 94
Improvements and repairs.....	582 14	1,568 20	2,150 34	505 80	1,644 54
Tools and machinery.....	878 51	85 16	963 67	794 99	168 68
Farm, garden, stock and grounds.....	2,646 00	2,716 44	5,362 44	1,748 55	3,613 89
Freight and transportation.....	-----	508 29	508 29	-----	508 29
Miscellaneous expenses.....	-----	70 50	70 50	-----	70 50
Totals.....	\$15,242 78	\$38,061 83	\$53,304 56	\$16,856 54	\$36,448 02

Medical supplies.....	299 19	190 80	1,000 00	650 04	120 80
Stationery, printing, etc.....	1,000 48	1,164 17	2,164 60	1,260 86	904 25
Amusements and instruction.....	1,185 87	383 25	1,519 12	1,180 11	839 01
Household supplies.....	1,419 79	813 81	2,233 60	1,969 27	264 33
Furniture and bedding.....	2,703 54	666 67	3,399 21	3,063 24	316 97
Improvements and repairs.....	506 80	1,126 80	1,642 60	631 64	1,010 96
Tools and machinery.....	794 99	118 08	913 07	568 30	344 77
Farm, garden, stock and grounds.....	1,743 55	2,813 27	4,561 83	1,931 18	2,630 64
Freight and transportation.....		1,096 60	1,096 60		1,096 60
Miscellaneous expenses.....		209 60	209 60		209 60
Totals.....	\$19,356 54	\$37,303 19	\$53,558 73	\$21,508 76	\$32,049 97

† TABLE No. 5.—Abstract for expenditures for

Years.	Totals.	Bedding.	Butter. lard and eggs.	Clothing.	Fuel.	Furni- ture.	Farm and barn.	Flour and meal.	Grocer- ies.
1874.....	\$11,898 91	\$1,163 17	\$159 77	\$494 59	\$955 80	\$997 18	\$337 58	\$179 81	\$708 07
1874-5.....	28,408 49	475 83	655 50	4,323 37	2,346 08	1,110 82	609 71	1,398 68	1,726 73
1875-6.....	27,163 06	262 46	619 41	2,773 06	3,333 88	719 56	739 36	1,643 86	1,908 21
1876-7.....	32,825 50	118 00	963 15	4,524 61	2,472 79	633 24	751 94	2,750 03	2,322 96
1877-8.....	34,935 16	239 02	836 73	3,601 68	3,743 53	838 41	962 74	2,270 30	2,493 26
1878-9.....	35,546 15	233 24	1,084 59	3,513 80	5,273 91	806 12	823 87	1,879 35	2,519 79
1879-80.....	35,173 23	71 83	911 39	3,996 99	3,863 95	586 79	1,316 02	2,368 72	2,535 73
1880-1.....	37,906 20	379 39	868 42	6,174 02	4,472 82	651 48	1,248 58	2,296 39	2,599 08
1881-2.....	36,463 77	79 94	898 20	5,061 21	5,419 12	522 72	1,754 90	2,351 41	1,994 95
1882-3.....	36,597 05	111 66	840 34	4,679 88	5,247 17	613 55	1,753 09	2,204 03	1,800 56
1883-4.....	38,536 90	318 57	838 64	2,976 08	4,954 04	607 64	2,684 45	1,862 04	1,547 39
1884-5.....	39,003 74	137 41	844 53	3,306 76	5,663 00	237 24	2,323 69	1,153 33	1,062 20
1885-6.....	39,053 94	47 09	727 06	4,304 26	3,849 65	473 41	2,993 74	1,194 63	1,451 07
*1886-7.....	26,044 00	139 10	623 94	3,943 47	3,554 66	290 37	1,591 23	790 31	697 25
1887-8.....	36,232 59	155 09	963 27	4,833 64	4,603 93	579 24	2,676 96	926 63	1,143 93
1888-9.....	34,304 00	286 68	891 73	4,696 15	4,005 05	416 55	2,662 32	977 44	1,331 61
1889-90.....	33,277 99	333 20	799 34	3,371 13	3,907 01	239 33	2,955 16	764 79	1,481 37
1890-1.....	33,600 36	199 32	1,064 97	3,666 33	4,445 15	275 63	2,643 07	1,011 65	1,294 45

* For nine months only.

† TABLE 5.— Continued.

Years.	Totals.	Salaries and wages.	Food.	Clothing *	Laundry expenses.*	Heating.*	Light.	Medical supplies.
1891-2.....	\$33,510 75	\$10,667 23	\$6,990 91	\$3,433 25	\$1,425 32	\$5,157 32	\$338 77	\$499 36
1892-3.....	31,266 82	10,077 91	6,762 27	2,969 39	1,306 09	5,121 36	234 93	334 53
1893-4.....	33,336 33	10,269 03	6,553 06	3,276 31	1,363 43	5,548 36	50	477 19
1894-5.....	33,061 33	12,257 45	5,764 44	4,784 41	1,207 09	5,632 29	204 14	563 35
1895-6.....	37,303 19	11,091 67	5,330 44	4,420 95	1,122 04	5,675 35	496 71	753 63

* Includes labor.
† Inventory not considered.

each year since the school opened.

Hospital stores	Lights.	Meat and fish.	Miscellaneous.	Officers and employes.	Printing, stationery and postage.	Repairs.	School.	Vegetables and fruits.	Milk.	Live stock.
\$126 15	\$1,002 84	\$265 54	\$399 21	\$4,163 08	\$114 48	\$207 57	\$105 81	\$249 84	\$193 77	\$173 75
262 94	-----	1,625 49	951 58	10,534 40	187 48	184 96	150 18	820 81	984 77	65 80
139 50	789 40	1,859 85	970 78	10,086 46	263 10	285 27	305 44	332 05	795 72	99 30
284 23	1,026 31	1,449 35	1,289 42	11,994 81	261 85	170 85	322 08	515 59	862 29	92 50
104 08	1,162 50	1,256 85	1,597 92	13,121 48	278 05	808 94	273 83	330 89	1,005 51	36 00
85 84	884 70	1,519 55	1,520 44	12,242 93	244 09	752 52	292 80	413 56	1,302 05	-----
439 62	1,062 07	1,715 82	1,075 90	10,268 74	808 88	1,514 74	1,011 82	742 64	1,408 07	-----
220 11	950 55	1,705 66	1,867 70	9,025 82	218 88	1,604 15	1,916 96	891 75	914 97	-----
124 07	1,946 36	1,596 24	1,596 98	7,953 18	200 04	1,599 99	1,637 89	1,145 15	584 42	-----
209 33	269 96	1,333 87	1,834 58	9,968 58	828 41	1,890 42	1,789 05	554 66	296 09	771 87
303 53	34 40	1,623 78	2,160 74	10,184 80	477 57	5,710 17	1,705 18	478 75	49 13	120 00
457 75	812 19	1,199 26	2,812 27	10,417 16	455 84	6,092 19	1,840 94	477 99	73 89	115 00
811 06	283 71	1,163 61	3,524 04	10,965 19	479 76	4,805 18	1,675 40	811 23	-----	988 80
180 80	-----	777 99	1,863 12	7,753 72	368 80	1,518 88	1,346 72	414 53	-----	-----
253 58	801 13	1,050 14	3,772 82	10,471 76	692 60	1,322 61	1,701 27	733 19	4 80	70 00
274 97	204 10	1,221 86	2,371 59	10,392 62	557 85	1,376 57	1,925 27	646 04	60	165 00
277 61	226 11	1,027 60	2,398 78	10,496 59	643 95	1,056 73	2,132 10	524 69	77 40	15 00
294 48	10 00	1,683 08	2,366 52	9,903 76	763 37	836 99	1,673 55	1,395 24	17 85	-----

TABLE 5.—Continued.

Stationery, printing and postage.	Amusement and instruction.	Household supplies.	Furniture and bedding.	Improvements and repairs.	Tools and machinery	Farm,* garden, stock and grounds.	Freight and transportation.	Miscellaneous expenses.
\$316 20	\$395 37	\$434 74	\$206 46	\$216 06	\$67 46	\$2,481 11	\$417 19	\$123 00
548 50	171 85	437 20	234 89	476 04	82 61	2,142 00	817 70	-----
795 62	378 18	573 75	118 04	849 26	48 80	2,734 97	329 29	-----
696 00	407 65	808 67	826 25	1,568 20	85 16	2,716 44	506 29	70 50
1,164 17	833 25	813 81	695 67	1,126 80	118 08	2,813 27	1,096 50	209 60

TABLE NO. 6.—*Name of officers and employes, with salary of each. Presented in accordance with act No. 206, laws of 1881.*

Name.	Position.	Salary.
A. J. Murray.....	Superintendent.....	\$1,400 00
Rachel Cook.....	Clerk and principal.....	500 00
Catherine Jones.....	Matron.....	400 00
Ivah McHardy.....	Stenographer.....	300 00
Lua Fox.....	Cottage manager.....	300 00
Matie Barber.....	" ".....	300 00
Jennie Tupper.....	" ".....	300 00
Harriet A. Wheeler.....	" ".....	300 00
Fannie A. Bayn.....	" ".....	300 00
Susan Sawyer.....	" ".....	300 00
Jennie A. Brown.....	" ".....	300 00
Jennie I. Bell.....	Hospital housekeeper.....	300 00
Maude Dawson.....	Nurse and domestic.....	144 00
Lottie M. Adams.....	Teacher.....	300 00
Winifred Bartlett.....	".....	300 00
Carrie Gould.....	".....	300 00
Laura Pullen.....	Kindergartner.....	300 00
Mattie Ripley.....	Seamstress.....	180 00
Lutie Stowe.....	".....	144 00
Mrs. Ella Triphagen.....	Superintendent children's dining room.....	168 00
Mary C. Hilton.....	" employes " ".....	168 00
Mary Sullivan.....	Domestic.....	180 00
Myra Hilton.....	".....	144 00
Meda Smith.....	General supply and attendant.....	240 00
Mrs. Julia Mitchell.....	Laundress.....	360 00
Kate Sitter.....	Ironer.....	216 00
Mary Linehan.....	Cook.....	240 00
Maggie Sullivan.....	".....	180 00
A. J. Bennett.....	Superintendent building and heating.....	720 00
J. M. Triphagen.....	Fireman.....	270 00
R. A. Seymour.....	".....	270 00
Milan Wheeler.....	Gardener.....	300 00
A. Greenwood.....	Baker.....	400 00
W. H. Lossing.....	Farmer.....	480 00
J. M. Smith.....	Teamster.....	240 00
Clifford Blauvelt.....	Farm laborer.....	216 00
L. F. Catlin.....	Choreman.....	300 00
W. L. Foid.....	Physician.....	300 00

TABLE No. 7.—Productions of labor in various departments. Productions of farm and cost of same, in accordance with section 4, act 206, laws of 1881.

Products.	1885.	Products.	1886.
56 tons of hay @ \$7.58 18-20.....	\$440 00	424½ bunches pie plant @ 4c.....	\$16 97
12 " straw @ \$5.00.....	60 00	89 1-6 lbs. lettuce @ 6c.....	5 36
2,428 bundles of cornstalks @ 3c.....	73 69	1,176 " grapes @ 3c.....	35 28
87,875 tons of cornstalks @ \$2.00.....	75 75	96 " tomatoes @ 52½c.....	50 16
170 bush. oats @ 30c.....	51 00	8,818 " cucumbers @ 75c.....	24 57
100 " of corn @ 49½c.....	49 50	10 bunches parsley @ 10c.....	1 00
114½ ears of corn @ 1c.....	1 14	18¼ qts. raspberries @ 10c.....	1 66
16 bush. beans @ \$1.45 4-5.....	21 87	¼ bush. quinces @ \$1.00.....	0 50
28¼ bush. peas @ 86½c.....	24 70	864¾ qts. cherries @ 8c.....	68 86
467 lbs. sweet potatoes @ 3c.....	14 01	8 bunches summer savory @ 10c.....	0 80
490 bush potatoes @ 62½c.....	368 48	70 5-7 heads cauliflower @ 14c.....	9 90
1,244 bunches onions @ 3c.....	37 32	1 bunch sage.....	0 15
16 bush. onions @ \$1.08.....	17 28	619 qts. strawberries @ 10c.....	61 90
8 doz. peppers @ 10c.....	80	3,174 melons @ 7c.....	222 18
718 bush. radishes @ 26c.....	18 54	21 pumpkins @ 6c.....	1 26
408 bunches radishes @ 3c.....	12 06	684 heads cabbage @ 4c.....	27 36
19,229 lbs. beets @ 3c.....	577 17	437 bunches asparagus @ 3c.....	13 11
290 bush. rye @ 50c.....	145 00	4,681 8-11 lbs. pork @ 5½c.....	251 97
8¼ " carrots @ 40c.....	1 40	1,237 " veal @ 5c.....	61 86
4,672 bush. turnips @ 25c.....	14 18	64,019 qts. of milk @ 3c.....	1,920 57
818¼ bush. apples @ 51c.....	414 88		
4¼ " peaches @ \$1.58 4-9.....	7 12	Total.....	\$5,099 48
4 " pears @ 35c.....	8 40	Total expenditure.....	2,855 68
Net.....			\$2,243 80

TABLE No. 7.—Continued.

Products.	1885.	Products.	1886.
65 tons of hay @ \$9.88 6-12.....	\$610 00	30 8-85 bush. cucumbers @ 70c.....	\$31 16
5 " straw @ \$5.00.....	25 00	247 egg plants @ 5c.....	12 35
8,216 bundles of corn stalks @ 3c.....	99 48	28 9-10 bush. cherries @ \$1.00.....	28 90
300 bush. of oats @ 20c.....	60 00	45 bunches vegetable oysters @ 4c.....	1 80
440.8 ears of corn @ 10c.....	44 08	663¾ qts. raspberries @ 8c.....	53 00
23.2 bush. beans @ \$1.00.....	23 20	247 1-5 qts. currants @ 5c.....	12 36
22 " peas @ 35c.....	14 95	4 bush. quinces @ \$1.00.....	4 00
22 " sweet potatoes @ \$1.00.....	22 00	1,610 6-7 qts. strawberries @ 7c.....	105 76
731.64 " potatoes @ 25c.....	180 41	4,819 melons @ 4c.....	193 76
868 bunches onions @ 4c.....	34 72	125 pumpkins @ 2c.....	2 50
16 bush. onions @ \$1.02.....	16 32	1,010 heads of cabbage @ 5c.....	50 50
32 " parsnips @ 40c.....	12 80	426 bunches asparagus @ 4c.....	17 04
484¾ bunches radishes @ 4c.....	19 39	4,456 4-12 lbs. pork @ 4½c.....	311 67
1,221 2-5 bush. beets @ 30c.....	366 42	996 lbs. veal @ 8 197 996c.....	81 73
66 qts. gooseberries @ 8c.....	4 48	54,936 qts. of milk @ 3c.....	1,648 06
66 bush. carrots @ 20c.....	13 20	1 bushel peppers.....	75
110 " turnips @ 18 1-5c.....	20 02	8 olives @ \$1.88½.....	5 50
168 7-20 bbls apples @ \$1.00.....	168 36	5 hides @ \$1.69.....	8 45
31 83-122 bush. peaches @ \$1.22.....	41 75	Total.....	\$4,861 09
46 bush. pears @ 52½c.....	24 00	Total expenditure.....	3,238 23
467¼ bunches pie plant @ 4c.....	18 70		
192 lbs. lettuce @ 6c.....	9 60		
100 lbs. grapes @ 4c.....	4 00		
123 1-11 bush. tomatoes @ 55c.....	67 15		\$1,126 77

Christmas costumes.....	20
Wool dresses.....	285
Cotton dresses.....	880
Skirts.....	179
Dolls' dresses.....	4
Boys' waists.....	818
Cradle ticks.....	1
Girls' waists.....	848
Pairs drawers.....	190
Pairs shirt sleeves.....	41
Cloaks.....	13
Aprons.....	454
Night gowns.....	428
Shirts.....	687
Boys' aprons.....	114
Handkerchiefs.....	620
Employés' napkins.....	83
Employés' tablecloths.....	14
Children's napkins.....	250
Children's tablecloths.....	16
Bread cloths.....	2
Children's sheets.....	190
Children's pillow slips.....	875
Employés' pillow slips.....	96
Employés' sheets.....	77
Shirts cut.....	682
Boys' neckties.....	72
Suspenders cut.....	240
Comfortables.....	4
Ticks.....	8
Pillow ticks.....	46
Rubber slips.....	8
Pants hemmed.....	5
Sacks.....	9
Blankets.....	87
Bed spreads.....	47
Laundry bags.....	6
Window curtains.....	48
Pairs suspenders.....	110
Towels, roller.....	183
Wash cloths.....	146
Holders.....	61
Dish towels.....	214
Glass towels.....	34
Capes.....	27
<i>Repaired.</i>	
Shirts.....	4
Employés' napkins.....	80
Waists.....	1
Employés tablecloths.....	19
Aprons.....	110
Cloaks.....	23
Jackets.....	1
Dresses.....	2
Sheets.....	8
Pillow cases.....	10
Towels.....	18
Stair cloths.....	1
Bread cloths.....	1
Pants.....	10
Skirts.....	1
Flags.....	6
oats.....	30
Caps.....	2
Lap robes.....	5

	1895.	1896.	Total.
Loaves bread.....	81,900	81,000	62,900
Biscuit.....	78,000	62,400	140,400

TABLE No. 8.—Showing per capita expenditures, etc.*

Year.	Reception.										Departure.				Percentage.		
	Present at the beginning of the year.	Received			1. Total number cared for during the year.	2. Average daily number belonging in school and on trial.	3. Average daily population.	4. Annual per capita cost based on column 1.	5. Annual per capita cost based on column 2.	6. Annual per capita cost based on column 3.	7. Average annual per capita cost.	Placed in homes.	Returned to counties.	Died.	Total number departed.	Per cent of departures to average population.	Per cent of arrivals to average daily population.
		On probate order.	Returned from homes.	Total number received.													
1894-1895	255	233	134	403	661	314	261	357 16	\$120 54	\$160 54	\$103 26	416	26	8	444	177	161
1895-1896	210	243	206	446	636	293	311	61 40	188 00	190 00	187 13	434	13	8	442	209 1/2	211 1/2
1896-1897	218	263	140	393	606	316	230	59 13	113 19	155 53	103 23	267	23	2	392	170 1/2	169 1/2
1897-1898	218	194	180	384	597	336	207	67 57	113 57	175 28	130 14	266	16	2	363	170	156 1/2
1898-1899	186	206	163	369	554	281	182	61 93	122 08	188 43	124 16	271	8	4	338	203 1/2	202 1/2
1899-1900	174	216	138	353	507	338	206	66 64	109 89	163 08	113 13	276	26	1	303	149 1/2	164
1900-1901	203	171	116	287	490	299	195	66 57	113 37	173 37	117 76	293	13	8	297	187 1/2	147 1/2
1901-1902	198	167	123	290	453	299	204	69 26	112 07	164 26	115 23	243	26	11	286	139 1/2	243 1/2
1902-1903	186	187	96	283	433	291	204	73 31	107 44	153 27	110 97	212	24	—	286	117 1/2	116 1/2
1903-1904	197	183	91	273	470	320	220	70 66	104 18	161 58	106 08	240	10	—	250	113 1/2	126
1904-1905	200	173	101	279	499	343	221	76 27	111 28	173 23	119 93	266	7	1	274	124	126
1905-1906	223	238	92	335	500	354	153	67 68	111 36	203 36	137 43	379	31	3	413	226 1/2	177 1/2

*Inventory not considered.

TABLE NO. 8A.—*Showing total expenditures in caring for all wards.*

Year.	Expendi- ture in main- taining the school.	Cost of State agency.			Cost of county agency.			Total.	Average number belonging in the school and in homes.	Per capita expenditures.
		Salary.	Ex- penses.	Total.	Per diem.	Ex- penses.	Total.			
1887-1888.....	\$34,906 58	-----	-----	\$1,559 77	-----	-----	\$3,251 88	\$68,826 58	1,188	58.79
1888-1889.....	33,535 93	-----	-----	1,717 81	-----	-----	3,845 51	88,999 25	1,215	52.02
1889-1890.....	34,529 70	-----	-----	2,161 68	-----	-----	2,438 50	99,134 83	1,296	30.19
1890-1891.....	33,800 30	-----	-----	1,014 45	-----	-----	4,404 06	99,018 87	1,328	39.88
1891-1892.....	33,510 75	-----	-----	-----	-----	-----	4,011 70	87,522 45	1,251	27.77
1892-1893.....	31,266 83	-----	-----	-----	-----	-----	4,518 49	85,780 31	1,342	26.66
1893-1894.....	33,836 83	-----	-----	-----	-----	-----	4,499 23	87,836 56	1,340	29.23
1894-1895.....	33,061 83	\$1,000 00	\$241 42	1,241 42	\$3,019 00	\$2,343 90	5,261 90	45,395 22	1,398	33.86
1895-1896.....	37,202 19	1,000 00	874 82	1,874 82	3,509 00	2,784 18	6,293 18	45,330 20	1,398	34.17

B.—RECEPTION AND CARING FOR CHILDREN AT THE SCHOOL.

TABLE NO. 9.—*Showing number received each year since the institution opened.*

*For nine months only, from October 1, 1886, to July 1, 1887.

TABLE No. 10.—*Number received from each county, Sec. I.*

Counties.	1894-95.		1895-96.		Previously.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Whole No.
Alcona.....					1	2	1	2	3
Alpena.....	1	1	1	8	14	16	16	19	35
Antrim.....			2		9	7	11	7	18
Arenac.....	2				0	0	2	0	2
Baraga.....					0	0	0	0	0
Benzle.....			4	1	2	0	6	1	7
Chippewa.....	4	8			6	8	10	6	16
Charlevoix.....			2	1	4	4	6	5	11
Cheboygan.....			4		18	12	22	12	34
Clare.....					4	3	4	3	7
Crawford.....					4	1	4	1	6
Delta.....			1		5	0	6	0	6
Dickinson.....					1	2	1	2	3
Emmet.....			1		11	10	12	10	22
Gladwin.....					6	9	6	9	15
Grand Traverse.....			1	4	5	8	6	12	18
Gogebio.....					2	0	2	0	2
Houghton.....	2				11	10	13	10	23
Iosco.....					12	8	12	8	20
Iron.....					0	1	0	1	1
Kalkaska.....	1				5	11	6	11	17
Keweenaw.....					5	2	5	2	7
Leelanau.....			1		0	0	1	0	1
Luce.....			1	2	4	5	5	7	12
Lake.....		1			23	20	23	21	44
Manistee.....	2	2	1	8	17	14	20	19	39
Mackinac.....			2		9	5	11	5	16
Manitou.....					0	0	0	0	0
Marquette.....					45	20	45	20	75
Mason.....					26	15	26	15	51
Menominee.....					22	10	22	10	32
Missaukee.....		1	1	1	4	5	5	7	12
Montmorency.....				1	0	0	0	1	1
Ogemaw.....	1	1			2	2	3	2	5
Ontonagon.....					10	2	10	2	12
Oscoda.....	5	1		1	25	12	20	14	44
Oscoda.....					2	1	2	1	3
Oteego.....					1	0	1	0	1
Presque Isle.....					2	2	2	2	4
Rebeccommon.....					0	0	0	0	0
Schoolcraft.....			1		6	0	7	0	7
Wexford.....					15	5	15	5	20
Totals, Sec. I.....	21	10	26	17	251	224	296	241	537

STATE PUBLIC SCHOOL.

TABLE No. 10.—*Number received from each county, Sec. II.*

Counties.	1894-95.		1895-96.		Previously.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Whole No.
Bay.....	4	1	1	4	27	15	32	19	51
Clinton.....	2	1	1	3	26	13	29	17	46
Genesee.....	3	6	3	1	53	23	64	29	93
Gratiot.....	4	3	—	—	30	15	34	18	52
Huron.....	—	—	3	3	12	6	15	9	24
Ionia.....	1	2	7	5	43	9	51	16	67
Isabella.....	3	2	—	1	23	9	31	12	43
Kent.....	13	3	9	3	170	33	193	39	231
Lapeer.....	—	—	—	—	42	23	43	23	70
Mecosta.....	3	—	3	3	39	20	50	23	73
Midland.....	—	—	3	2	21	10	24	12	36
Montcalm.....	4	3	4	2	43	25	56	30	86
Muskegon.....	1	1	2	—	52	21	55	23	77
Newaygo.....	—	2	4	4	40	18	44	24	68
Ocean.....	—	—	3	3	19	6	23	9	31
Ottawa.....	1	3	—	—	19	9	20	12	32
Saginaw.....	2	—	4	2	53	35	59	37	96
Sanilac.....	2	—	2	1	6	6	10	7	17
Shiawassee.....	1	—	3	2	36	18	40	20	60
St. Clair.....	2	—	—	—	34	22	36	22	58
Tuscola.....	1	—	5	2	29	23	35	25	60
Totals.....	47	26	62	41	332	413	341	480	1421

TABLE No. 10.—*Number received from each county, Sec. III.*

Counties.	1894-95.		1895-96.		Previously.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Whole No.
Allegan	2	.....	5	1	73	26	79	27	106
Barry .....	.....	.....	8	.....	38	31	41	21	62
Berrien	3	4	2	4	72	46	77	54	131
Branch	7	6	2	5	79	29	88	40	128
Calhoun	6	.....	.....	.....	74	47	80	47	127
Cass	1	.....	6	4	66	29	73	33	106
Eaton	3	.....	.....	.....	60	27	63	27	90
Hilledale	1	.....	.....	3	53	19	54	22	76
Ingham .....	.....	1	1	2	55	24	56	27	83
Jackson	3	3	3	.....	87	41	93	44	137
Kalamazoo	4	1	3	3	74	22	80	26	106
Lenawee	5	4	9	4	90	40	104	48	152
Livingston .....	.....	.....	.....	.....	23	6	23	6	29
Macomb .....	.....	.....	.....	.....	23	9	23	9	32
Monroe .....	.....	.....	4	.....	18	11	22	11	33
Oakland .....	.....	.....	3	2	27	12	30	14	44
St. Joseph	3	.....	1	.....	40	26	44	26	70
Van Buren	3	1	2	.....	68	31	73	32	105
Washtenaw	4	1	1	3	54	24	59	28	87
Wayne	4	4	3	4	140	47	153	55	207
Totals	49	25	52	35	1,213	537	1,314	597	1,911
Total for State	117	61	140	93	2,396	1,184	2,653	1,338	3,991

TABLE No. 11.—*Showing work done for past two years. Number received, indentured, adopted, married, etc.*

Facts reported.	1894-95.	1895-96.	Totals.
Number received { By order of probate court	173 {	233 {	411 {
Returned from homes	101 } 279	92 } 325	193 } 604
Number indentured { For first time	145 {	248 {	393 {
Reindentures	90 } 235	99 } 347	189 } 582
Number on trial at close of each year	105	143	.....
Number adopted	26	23	49
Number girls married	21	9	30
Number died { At the school	1 {	5 {	6 {
In homes	6 } 7	5 } 10	11 } 17
Number declared self-supporting	103	100	203
Number restored to parents	21	23	44
*Number returned to counties	19	37	56
Number become of age	13	26	39
Number remaining in school June 30	225	187	.....

*Returned to counties includes transfers to other institutions, including School for Blind, School for Deaf, School for Feeble Minded and Industrial Schools, as well as actual returns to county.

TABLE NO. 12.—*Showing disposition of all children received since school opened.*

Facts reported.	Number received.	How disposed of.
Number received since school opened	3,991	-----
“ subj-ct to visitation June 30, 1896	-----	1,179
“ adopted by proceedings in probate court	-----	385
“ girls married	-----	112
“ who have died at the school and in homes	-----	133
“ declared self-supporting	-----	772
“ restored to parents	-----	529
“ returned to counties from which they came	-----	501
“ who have become of age	-----	243
“ belonging (children present and on trial) June 30, 1896	-----	137
Totals	3,991	3,991

TABLE NO. 13.—*Daily number belonging (children present and on trial) for the year ending June 30, 1895.*

Day.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	June.
1.....	325	337	353	344	352	341	341	341	346	346	363	361
2.....	325	338	353	343	350	341	341	341	346	346	364	361
3.....	325	338	354	343	344	341	341	341	346	351	365	357
4.....	325	340	354	352	344	344	339	340	346	350	366	359
5.....	326	340	357	343	344	344	339	338	346	348	366	359
6.....	326	341	357	346	345	345	339	338	347	348	363	357
7.....	328	341	357	346	344	337	336	339	347	353	363	357
8.....	326	342	359	345	346	337	336	343	347	346	363	366
9.....	327	342	359	344	346	338	336	343	347	347	365	366
10.....	330	345	355	344	345	337	345	340	347	348	364	365
11.....	330	346	356	347	345	334	345	340	347	351	364	357
12.....	328	346	356	347	346	336	334	340	348	348	364	357
13.....	329	346	355	347	346	336	334	341	348	348	359	364
14.....	334	347	356	347	346	339	335	343	356	348	359	363
15.....	334	347	356	351	346	337	335	344	357	350	361	363
16.....	332	350	356	353	346	339	334	342	357	351	364	363
17.....	332	350	348	354	344	344	334	342	355	355	361	364
18.....	343	353	341	354	344	344	336	343	355	357	362	361
19.....	338	353	342	355	342	345	336	339	354	358	362	362
20.....	338	354	343	351	341	344	336	339	355	357	358	362
21.....	341	355	346	351	342	344	337	339	353	357	356	362
22.....	341	356	349	340	342	347	338	339	353	356	359	359
23.....	340	355	349	339	344	347	338	339	354	355	359	359
24.....	339	355	348	339	345	347	340	339	354	355	359	352
25.....	335	351	349	339	345	347	343	339	349	356	355	355
26.....	336	351	349	340	338	346	337	339	351	355	355	355
27.....	340	351	351	340	338	348	337	340	351	355	357	357
28.....	337	349	351	340	340	348	339	341	345	355	361	356
29.....	337	349	351	343	341	346	339	-----	345	357	360	352
30.....	337	351	351	345	342	346	340	-----	348	360	360	353
31.....	337	353	-----	347	-----	341	341	-----	346	-----	359	-----
Averages	332	347	352	343	343	342	339	339	349	355	360	360

Average daily number belonging (children present and on trial) for the year ending June 30, 1895.
342.

TABLE NO. 13A.—*Daily number belonging (children present and on trial) for the year ending June 30, 1896.*

Day.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	June.
1.....	353	364	365	368	366	373	332	334	300	291	286	294
2.....	352	364	368	368	368	373	330	334	298	291	286	294
3.....	353	364	370	372	368	373	330	327	297	291	286	300
4.....	350	364	372	377	371	373	328	328	296	294	286	306
5.....	352	364	371	372	370	360	328	326	291	294	287	296
6.....	346	373	373	373	369	360	331	323	296	293	296	298
7.....	346	372	373	365	370	361	332	322	296	293	296	298
8.....	347	373	373	363	370	359	331	322	296	297	300	299
9.....	352	373	371	363	371	363	331	322	297	297	302	299
10.....	354	370	375	365	371	364	331	318	299	297	302	298
11.....	357	375	372	365	370	364	330	321	299	297	302	294
12.....	357	375	372	365	369	363	330	323	303	297	304	295
13.....	361	375	373	365	370	366	330	323	304	297	304	291
14.....	354	375	376	364	375	366	330	323	304	298	304	291
15.....	356	375	376	366	375	366	328	322	304	296	308	292
16.....	356	375	377	366	369	362	331	323	298	294	303	292
17.....	358	376	372	366	369	369	333	322	302	296	304	294
18.....	358	376	376	368	370	357	333	308	302	296	304	294
19.....	365	366	377	366	372	356	333	310	298	296	305	294
20.....	355	366	377	366	374	356	323	310	293	291	305	292
21.....	354	367	377	363	374	351	323	310	293	293	301	292
22.....	352	367	377	363	377	351	327	302	293	295	304	288
23.....	353	368	380	363	376	350	327	301	292	295	301	279
24.....	353	368	380	363	376	351	329	299	292	290	301	279
25.....	353	368	386	365	374	351	327	299	292	291	301	279
26.....	360	361	387	367	375	357	327	297	294	291	301	280
27.....	360	362	388	367	374	351	327	296	290	292	302	280
28.....	360	363	388	359	374	341	327	299	292	282	304	232
29.....	363	363	388	361	374	341	328	300	288	281	296	263
30.....	364	365	389	365	370	334	330	-----	292	281	293	279
31.....	364	365	-----	363	-----	332	332	-----	291	-----	293	-----
Averages	353	369	378	366	372	357	333	314	290	292	296	290

Average daily number belonging (children present and on trial) for the year ending June 30, 1896, 334.

TABLE NO. 14.—*Sex, color, parentage, etc., of children received since school opened.*

Facts reported on.		1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.
Sex.....	Males.....	118	59	108	64	106	68	114	89	100	97	195
	Females.....	47	23	63	33	54	33	54	43	51	53	95
Color.....	White.....	100	90	150	99	149	101	156	123	148	133	235
	Colored.....	.....	.....	2	2	11	5	12	4	3	16	5
	Indian.....	.....	2	.....	3	.....	.....	.....	1	2	2	.....
Nationality....	Native.....	.....	35	37	26	123	70	37	57	57	59	68
	Foreign.....	8	26	41	11	33	30	62	58	75	49	57
	Unknown.....	157	31	83	59	.....	.....	79	22	19	42	140
Orphans or otherwise..	Orphans.....	11	7	27	16	14	11	17	13	14	19	33
	Half orphans.....	84	45	80	34	65	47	65	45	54	49	97
	Both parents living	85	40	74	47	81	48	85	78	89	82	100
	Unknown.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Previous residence.....	In poor house....	93	48	52	47	67	58	87	70	68	36	73
	With relatives or elsewhere.....	67	44	109	50	93	50	81	67	83	114	212
Total in each subject above....		160	93	161	97	160	108	168	127	151	150	290

TABLE NO. 14.—*Continued.*

*For nine months only, October 1 to July 1, 1887.

TABLE NO. 15.—*Present age of the school.*

Number between 1 and 2 years of age.....						4
"	"	2	"	3	"	1
"	"	3	"	4	"	6
"	"	4	"	5	"	12
"	"	5	"	6	"	11
"	"	6	"	7	"	20
"	"	7	"	8	"	15
"	"	8	"	9	"	16
"	"	9	"	10	"	18
"	"	10	"	11	"	8
"	"	11	"	12	"	12
"	"	12	"	13	"	1
"	"	13	"	14	"	5
"	"	14	"	15	"	8
"	"	15	"	16	"	1
"	"	16	"	17	"	1
"	"	17	"	18	"	1
Totals.....						137
Average age.....						7½

TABLE No. 16.—*Showing the ages of all children when received at the school.*

Years.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1897.*	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	Totals.
1 to 2																								16
2 to 3																								144
3 to 4																								215
4 to 5																								296
5 to 6																								403
6 to 7																								395
7 to 8																								453
8 to 9																								560
9 to 10																								476
10 to 11																								440
11 to 12																								423
12 to 13																								105
13 to 14																								41
14 to 15																								18
15 to 16																								8
Totals	160	92	161	97	167	106	168	137	151	150	291	194	272	*180	194	206	205	171	167	137	183	178	233	3,991
Av. age	8½	9	8½	8½	7½	8 4-5	7½	7½	7 3-5	7½	7½	7½	7½	7½	7	7 1-10	7½	6½	7	6 5-6	7	6½	6½	7½

* For nine months only—from October 1, 1886, to July 1, 1887.

TABLE No. 18.—*Dietary.*

BREAKFAST.						
Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Bread, white and graham. Milk. Meat gravy. Oatmeal or rice. Sugar. Butter.	Bread, white and graham. Milk. Butter. Hominy. Sugar. Milk gravy.	Bread, white and graham. Milk. Milk gravy. Oat meal. Sugar. Butter.	Bread, white and graham. Milk. Meat gravy. Butter. Hominy. Sugar. Potatoes.	Bread, white and graham. Milk. Meat gravy. Oat meal. Sugar. Butter. Apple butter.	Bread, white and graham. Milk. Butter. Oatmeal. Sugar. Sauce.	Bread, white and graham. Milk. Milk gravy. Rice. Sugar. Apple butter. Butter.
DINNER.						
Bread, white and graham. Mashed potatoes. Butter. Meat. Pickles. Pie and fruit. Vegetables.	Bread, white and graham. Pot pie. Dumplings. Gravy. Potatoes. Pickles. Pie. Butter. Vegetables.	Bread, white and graham. Potatoes. Fruit. Butter. Hash. Vegetables.	Bread, white and graham. Mashed potatoes. Meat gravy. Pork and beans. Fruit. Vegetables. Butter.	Bread, white and graham. Potatoes, baked. Meat. Meat gravy. Fruit. Vegetables. Butter.	Bread, white and graham. Potatoes. Butter. Meat. Bean soup and crackers. Fruit. Vegetables.	Bread, white and graham. Potatoes. Pork and beans. Pickles. Fruit. Vegetables. Butter.
SUPPER.						
Bread, white and graham. Milk. Cookies. Butter. Sauce. Gingerbread.	Bread, white and graham. Milk. Sauce. Crackers. Butter. Corn mush.	Bread, white and graham. Milk. Cookies. Biscuit and butter. Sauce. Baked potatoes.	Bread, white and graham. Milk. Corn bread. Sauce. Butter. Syrup.	Bread, white and graham. Milk. Cookies. Sauce. Crackers. Butter. Syrup.	Bread, white and graham. Milk. Biscuit and butter. Sauce. Mush. Syrup.	Bread, white and graham. Milk. Corn bread. Sauce. Butter. Warm biscuit.

TABLE No. 19.—Showing mortality at the school and causes of death.

Cause of death.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	Totals.	
Diphtheria.....	5	1						1			7	3	1			1			1					17	
Pneumonia.....			2	1						1														13	
Measles and pneumonia.....			2							1	1													3	
Tubercular meningitis.....											1	1												4	
Scarlet fever.....			2									1												4	
Consumption.....			2	1			1									2								5	
Brain fever.....							1																	2	
Lung fever.....			2																					2	
Measles.....			1																					1	
Measles and scarlet fever.....			1																					1	
Congestion of bowels.....					1								1											1	
Inflammation of bowels.....																								1	
Inflammation of brain.....				1																				1	
Congestion of lungs.....						1							1											1	
Congestive chill.....																								1	
Epilepsy.....		1																						1	
Inflammation.....		1																						1	
Dropsy.....													1											1	
Diabetes and an injury.....					1																	1		2	
Typhoid fever.....			1																					1	
Chronic suppuration.....														1										1	
Abscess of the cereb-ellum.....															1									1	
Acute bronchitis.....																	1							1	
Spinal meningitis.....																		1		2				4	
Heart failure.....																								4	
Capillary bronchitis.....																		1						1	
Drowned.....																			3					4	
Gastritis.....																			1					1	
Intestinal obstruction.....																			1					1	
Croupous bronchitis.....																			1					1	
Broncho pneumonia.....																			1					1	
Totals.....	5	3	19	3	2	1	1	2		2	8	4	5	1	2	3	1	1	3	11			1	3	80

STATE PUBLIC SCHOOL.

No.	Statement.	* 1st month.	2d month.	3d month.	4th month.	5th month.	6th month.	7th month.	8th month.	9th month.	10th month.	11th month.	Sum- maries.
1	Number of half days taught.....	40	40	40	40	40	40	40	40	40	40	40	.....
2	Number of boys entered school.....	174	18	10	15	11	19	19	42	19	42	6	370
3	Number of girls entered school.....	26	7	10	9	5	8	8	11	6	7	6	106
4	Whole number entered school.....	210	25	20	24	16	27	27	53	24	49	11	476
5	Number left for all causes.....	45	58	34	36	56	50	46	71	29	62	24	516
6	Number of re-entries.....	6	18	9	6	22	15	17	12	7	14	20	141
7	Number belonging during the month.....	210	200	172	170	167	151	131	145	126	106	122	153
8	Number belonging at the end of the month.....	171	151	146	187	122	114	107	101	106	104	101	123
9	Aggregate attendance in half days.....	7,156	6,424	5,674	5,824	4,914	4,691	3,834	4,062	3,762	3,807	4,090	54,339
10		180	161	146	147	131	121	102	106	96	97	105	126
11		179	155	143	146	123	117	96	102	94	95	102	122
12		96	96	98	96	93	96	96	96	96	97	97	97
13		210	220	250	274	290	317	339	392	416	455	476	476

* Months of 4 weeks each.

TABLE No. 20—*Showing general statistics in school department.*

Number in kindergarten.....	86
“ first primary grade.....	85
“ second “ “.....	42
“ third “ “.....	40
“ grammar “.....	39

TABLE No. 21—*Showing gradation of school.*

KINDERGARTEN.

Gifts—1st to 6th inclusive.
Occupations—Parquetry, folding, sewing, weaving, pasting and clay-molding.
Observations—Study and form of surroundings, color, number, symmetry, neatness, etc.; manual dexterity, creative ingenuity, songs, callisthenics, games, morals and manners.

FIRST PRIMARY.

Reading—Script words in sentences from blackboard, Cyr's primer, "first term's work in reading."
Harper's first reader.
Spelling—Words in reading lessons.
Language—Selections learned and recited, exercises in use of correct speech.
Numbers—The numbers from one to ten with all combinations, practical problems.
Music—Songs by rote scale and skips.
Writing—Writing reading lessons.
Exercises in writing.
Drawing—Drawing exercises.
Morals and manners.

SECOND PRIMARY.

Reading—Harper's second reader.
Supplementary—Harper's first reader, last half. Normal second reader.
Little nature studies.
Spelling—All new words in each lesson.
Numbers—All combinations from ten to fifty. Prince's arithmetic, No. 1.
Language—Sentence making, oral and written, and nature study in connection with language.
Writing—Exercises in writing.
Music and drawing.
Callisthenics.
Morals and manners.

THIRD PRIMARY.

Reading—Harper's second and third readers. Sheldon's third reader.
Spelling—All words used, oral and written.
Writing—Exercises in writing.
Numbers—Prince's arithmetic, No. 2.
Language—Sentence making, oral and written, letter writing, correct speech and nature study in connection with language.
Geography—Oral.
Music and drawing.
Callisthenics.
Morals and manners.

OTHER GRADES.

Reading—Sheldon's fourth reader.
Spelling—From all studies, oral and written.
Writing—Exercises in writing.
Numbers—Prince's arithmetic, Nos. 3, 4 and 5.
Language—Tarbell's first book. Letter writing.
Geography—Frye's geography.
Physiology—How to keep well.
Music and drawing.
Callisthenics.
Morals and manners.

TABLE No. 23.—Continued.

SECTION II.

Specials.	Counties.	No. children visited.	No. of children placed in homes.	No. prospective homes visited.	No. children doing well.	No. children doing fairly well.	No. children doing poorly.	No. children trans- ferred.	No. children re- turned to school.	No. children in poor homes.	Days required.	Total expense.	Per capita expense.	Per capita for salary (for 1,200 children).	Total per capita cost.
1.....	Bay	10	1	4	7	2	1	1	.....	1	4	\$14 70	\$1 34	\$0 83	\$2 17
	Clinton	20	1	4	17	2	1	.....	.....	.....	5½	21 90	1 04	83	1 87
	Genesee	33	3	5	31	6	2	1	.....	.....	12½	31 85	75	83	1 53
	Gratiot	18	2	6	12	4	2	.....	.....	.....	4	16 40	82	83	1 65
	Huron	27	4	7	17	7	3	1	.....	1	11	28 22	91	83	1 74
	Ionia	12	3	7	9	3	.....	.....	.....	.....	3½	11 15	74	83	1 57
	Isabella	16	2	6	12	4	.....	.....	.....	.....	5	25 35	1 41	83	2 24
	Kent	33	5	22	29	7	2	2	.....	2	13	57 00	1 33	83	2 16
	Lapeer	12	1	6	8	1	3	1	.....	.....	5	14 40	1 11	83	1 94
	Mecosta	13	3	2	10	3	.....	.....	.....	.....	8	11 00	68	83	1 51
4.....	Midland	22	4	5	14	2	6	4	1	3	9	27 50	1 06	83	1 89
	Montcalm	6	1	1	6	.....	.....	.....	.....	.....	3	7 15	1 02	83	1 85
	Muskegon	12	.....	3	9	3	.....	.....	.....	.....	4	20 05	1 67	83	2 50
	Newaygo	17	2	5	14	3	.....	.....	.....	.....	5	23 05	1 21	83	2 04
	Oceana	6	4	12	5	1	.....	.....	.....	.....	5	4 50	45	83	1 28
	Ottawa	4	.....	2	3	1	.....	.....	.....	.....	1½	9 77	2 44	83	3 27
1.....	Saginaw	33	8	10	27	5	1	3	.....	2	10½	36 30	88	83	1 71
	Sanilac	23	4	9	15	7	1	1	.....	1	10½	31 30	1 16	83	1 99
	Shiawassee	19	3	7	14	4	1	.....	.....	.....	6½	23 95	1 04	83	1 87
	St. Clair	19	1	2	17	2	.....	.....	.....	.....	6	20 05	1 00	83	1 83
	Tuscola	2	1	2	1	1	.....	.....	.....	.....	2	7 28	2 42	83	3 25
6.....	Totals	368	53	127	277	68	23	14	1	10	129	\$141 87	\$1 05	\$0 83	\$1 88
Percentages					75½%	18½%	6½%								

Special cases for year ending June 30, 1895.

	Specials.	Returned to school.	Transferred.	Days required.	Total expense.
Section I.....	3	1	2	2½	\$7 60
Section II.....	6	3	1	9½	50 94
Section III.....	10	3	1	8½	84 12
Totals.....	19	7	4	20½	\$92 66

Total of sections for year ending June 30, 1895.

Total number of children visited.....	709
new homes secured.....	117
prospective homes visited.....	248
children doing well.....	582
children doing fairly well.....	148
children doing poorly.....	45
percentage of children doing well.....	75¼%
children doing fairly well.....	18¼%
children doing poorly.....	5¾%
number of children transferred (including specials).....	24
children returned to school (including specials).....	8
children found in poor homes.....	19
days work required (including specials).....	271
expense (including specials).....	\$941 49
per capita cost (including salary at 83 cents per capita for 1,200 children).....	1 78

TABLE No. 23A.—Continued.

SECTION II

Specials.	Counties.	No children visited.	No children released.	No children sent to school.	No children in poor homes.	Days required.	Total expense.	Per capita expense.	Per capita for salary (for 1,000 children)	Total per capita cost.				
1.....	Bay	18				6	\$12 31	\$0 88	\$0 88	\$1 71				
	Clinton	7				1	5 56	79	88	1 09				
	Genesee	27			1	6½	20 94	75	88	1 68				
Not visited..	Gratiot													
	Huron	39				11	27 90	84	88	1 67				
	Ionia	8				1	5 38	1 06	88	1 89				
Not visited..	Isabella	14				3	17 04	1 31	88	2 04				
" "	Kent													
" "	Lapeer													
1.....	Macosta	7				2	6 72	98	88	1 79				
1.....	Midland	10				4	19 00	77	88	1 61				
1.....	Montcalm	2				2	9 50	1 25	88	2 06				
	Muskegon	13				6	19 07	1 48	88	2 29				
	Newaygo	12			1	4	13 94	99	88	1 89				
	Oceana	5				2	6 50	1 10	88	1 98				
2.....	Ottawa	1			1	1	3 96	3 96	88	4 78				
2.....	Saginaw	32				7	23 50	67	88	1 60				
	Sanilac	42			1	9	36 90	79	88	1 83				
	Shiawassee	19				4½	20 45	1 08	88	1 88				
	St. Clair	19				4½	10 54	50	88	1 83				
1.....	Tuscola	5				2	7 92	1 32	88	2 15				
9.....	Totals	268	19	50	198	65	10	4	4	75%	\$251 06	\$0 89	\$1 73
Percentages				72%	24½%	3½%								

STATE PUBLIC SCHOOL.

TABLE No. 23A.—*Concluded.*

SECTION III.

			in homes.		No. children doing well.	No. children doing fairly well.	No. children doing poorly.	No. children transferred.	No. children returned to school.	No. children in poor homes.	Days required.	Total expense.	Per capita expense.	Per capita for salary for (1,000 children).	Total per capita cost.
1.	Allegan.....	18	4	6	10	8					3	\$11 85	\$0 53	\$0 23	\$1 38
1.	Barry.....	18	2	5	11	6	1				3	18 45	83	83	1 25
1.	Berrien.....	25	3	9	19	5					3	11 10	59	23	1 23
1.	Branch.....	18		6	14	8	1				5	4 55	25	23	1 08
4.	Calhoun.....	8	1	5	2	1					3	8 23	2 07	83	2 90
1.	Cass.....	14	5	12	3	3	3	2		1	7	16 25	85	83	1 88
1.	Eaton.....	12	1	6	8	3	1				6	11 60	92	83	1 75
1.	Hilledale.....	18		8	12	4	2				7	12 42	69	83	1 52
Not visited.	Ingham.....														
3.	Jackson.....	8			3						1	1 25	41	83	1 24
2.	Kalamazoo.....	7		2	5	2					3	9 20	1 24	83	2 07
2.	Lenawee.....	8		1	2	1					1	1 25	42	83	1 25
Not visited.	Livingston.....	27	2	9	23	3	1	1			7	15 65	53	83	1 56
Not visited.	Macomb.....														
Not visited.	Monroe.....														
1.	Oakland.....	21	1	9	13	7	1				6	13 10	60	83	1 43
1.	St. Joseph.....	19	1	6	13	6					5	11 75	58	83	1 41
1.	Van Buren.....	7		3	5	2					3	7 75	1 11	83	1 94
2.	Washtenaw.....														
Not visited.	Wayne.....														
Not visited.	Indiana.....	1			1						1	3 30	2 30	83	3 13
1.	Chicago, Ill.....	7		2	4	3					4	12 74	1 82	83	3 65
1.	Toledo, Ohio.....														
20.	Totals.....	220	20	89	153	57	10	3		1	80	\$166 99	\$0 69		\$1 53
Percentage.....					69%	25%	4%								

STATISTICAL TABLES.

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Special cases for year ending June 30, 1896.

	Specials.	Returned to school.	Transferred.	Days required.	Total expense.
Section I					
Section II	9	5	3	12	\$82 95
Section III	20	7		18	70 77
Totals	29	12	3	30	\$183 72

Totals for year ending June 30, 1896.

Total number of children visited	766
new homes secured	75
prospective homes visited	273
children doing well	545
children doing fairly well	189
children doing poorly	32
percentage of children doing well	71%
children doing fairly well	24½%
children doing poorly	4%
number of children transferred (including specials)	16
children returned to school (including specials)	12
children found in poor homes	10
days required (including specials)	270
expense (including specials)	\$874 88
per capita cost (including salary at 83 cents per capita for 1,200 children)	1 87

TABLE No. 24.—*List of county agents.*

Counties.	Names.	Postoffices.
Alger.....	Chauncey C. Brown	Rock River.
Alcona.....	Bernard P. Cowley	Harrisville.
Alpena.....	Joseph Cavanaugh.....	Alpena.
Allegan.....	Malcom H. Wing	Allegan.
Antrim.....	J. J. McLaughlin	Elk Rapids.
Arenac.....	George Robinson.....	Standish.
Baraga.....	James McKercher	Spur Mountain.
Barry.....	Charles H. Bauer.....	Hastings.
Bay.....	John W. McMath	Bay City.
Benzie.....	W. A. Betts.....	Benzonia.
Berrien.....	Charles W. Whitehead.....	Benton Harbor.
Branch.....	J. Clark Pierce.....	Coldwater.
Calhoun.....	H. A. Whitney.....	Battle Creek.
Cass.....	Geo. M. Rivers.....	Cassopolis.
Charlevoix.....	Wm. H. McCartney.....	Charlevoix.
Cheboygan.....	Jacob Walton.....	Cheboygan.
Chippewa.....	Dr. August E. Bacon.....	Sault Ste Marie.
Clare.....	Dr. E. B. Evans	Farwell.
Clinton.....	W. H. Faxon.....	Ovid.
Crawford.....	Reuben P. Forbes.....	Grayling.
Delta.....	John C. Van Deuzer	Escanaba.
Dickinson.....	John L. Buell	Quinnesec.
Eaton.....	George P. Stevens.....	Bellevue.
Emmet.....	Hiram Parker.....	Petoskey.
Genesee.....	George H. Turner.....	Flint.
Gladwin.....	Dr. R. E. Finch	Gladwin.
Grand Traverse.....	H. E. Steward	Traverse City.
Gratiot.....	Marvin R. Salter	Ithaca.
Gogebic.....	Wm. G. Winchester.....	Ironwood.
Hillsdale.....	Russell O. Haynes	Hillsdale.
Houghton.....	Dr. Reuben H. Osborn.....	Calumet.
Huron.....	J. W. Snell	Bay Port.
Ingham.....	Dr. J. H. Wellings.....	Lansing.
Ionia.....	John H. Van Ness	Ionia.
Iosco.....	Watson F. Bisbee.....	Au Sable.
Iron.....	Christopher McRae	Iron River.
Isabella.....	Cyrus E. Russell.....	Mt. Pleasant.
Jackson.....	George S. White	Jackson.
Kalamazoo.....	Charles A. Merrell.....	Kalamazoo.
Kalkaska.....	David C. Beebe	Kalkaska.
Kent.....	John W. Holcomb	Grand Rapids.
Keweenaw.....	John McRae.....	Central Mine.
Lake.....	John W. Nicholson	Luther.
Lapeer.....	Eli C. Roberts.....	Lapeer.
Leelanau.....	Nathaniel W. Herrington	Solon.
Lenawee.....	Joseph R. Bennett	Adrian.
Livingston.....	Philander L. Merithew.....	Howell.
Luce.....	Charles Brebner	Newberry.
Mackinac.....	Peter W. Hornbach	St. Ignace.
Macomb.....	Thos. Dawson.....	Memphis.
Manistee.....	Thos. N. Reynolds.....	Manistee.
Marquette.....	Chas. D. Blanchard.....	Marquette.
Mason.....	Dr. F. N. Latimer.....	Ludington.
Mecosta.....	Winfield S. Tucker	Big Rapids.
Menominee.....	Mitchell Derocher	Menominee.
Midland.....	Chas. L. Jenney.....	Midland.
Missaukee.....	David D. Walton	Lake City.
Monroe.....	G. W. A. Armitage	Monroe.
Montcalm.....	Hon. Asa Morse.....	Stanton.
Montmorency.....	Wm. O. Cain	Hillman.
Muskegon.....	Henry D. Baker	Muskegon.
Newaygo.....	Geo. W. Fry.....	Newaygo.
Oakland.....	Chauncey Stuart.....	Holly.

TABLE No. 24.—*List of county agents.—Concluded.*

Counties.	Names.	Postoffices.
Oceana.....	Walter H. Churchill.....	Shelby.
Ogemaw.....	Wm. A. Weeks.....	West Branch.
Ontonagon.....	Dr. John S. Nitterauer.....	Ontonagon.
Osceola.....	Hugh T. Lewis.....	Hersey.
Oscoda.....	Stewart Gorton.....	Luzerne.
Otsego.....	Geo. B. Congdon.....	Gaylord.
Ottawa.....	Wm. Whipple, Jr.....	Hudsonville.
Presque Isle.....	Frank C. Platz.....	Rogers City.
Roscommon*		
Saginaw.....	Rev. A. Howard Beaver.....	Saginaw, W. S.
Sanilac.....	Moses Burns.....	East Fremont.
Schoolcraft.....	Wm. C. Bronson.....	Manistique.
Shiawassee.....	Rev. Henry T. King.....	Owosso.
St. Clair.....	E. W. Harris.....	Port Huron.
St. Joseph.....	Levi T. Hull.....	Constantine.
Tuscola.....	David G. Slafter.....	Vassar.
Van Buren.....	Chas. E. Robinson.....	Lawrence.
Washtenaw.....	D. B. Greene.....	Ypsilanti.
Wayne.....	John Hosmer.....	Detroit.
Wexford.....	Alex. P. McManamy.....	Manton.

*No agent at present.

STATE PUBLIC SCHOOL.

TABLE NO. 25.—*Number placed in each county, including transfers.*

Counties.	1894-95.		1895-96.		Previously.		Totals.		Whole number.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
SECTION I:									
Alcona.....	0	1	1	0	9	3	10	4	14
Alger.....	0	0	0	0	2	2	2	2	2
Alpena.....	1	5	5	8	18	8	19	11	20
Antrim.....	3	5	3	4	6	7	12	16	23
Arenac.....	4	6	4	6	18	22	26	24	60
Baraga.....	0	0	0	0	1	1	1	1	2
Benzle.....	1	2	1	2	12	17	14	21	35
Chippewa.....	0	1	2	5	4	6	6	12	18
Charlevoix.....	4	1	2	4	9	8	15	13	28
Cheboygan.....	6	2	1	0	36	5	43	7	50
Clara.....	1	0	1	0	5	5	7	5	12
Crawford.....	0	0	0	0	2	3	2	3	5
Delta.....	1	0	0	0	1	0	2	0	2
Dickinson.....	0	0	0	0	0	0	0	0	0
Emmet.....	3	0	5	5	29	12	37	17	54
Gladwin.....	3	5	2	2	4	5	9	12	21
Gd. Traverse.....	2	10	9	4	49	31	61	45	106
Gogebic.....	0	0	0	0	0	0	0	0	0
Houghton.....	0	0	0	0	2	1	2	1	3
Iosco.....	3	3	4	2	5	6	12	11	23
Iron.....	0	0	0	0	0	0	0	0	0
Kalkaska.....	1	1	2	0	13	6	16	7	23
Keweenaw.....	0	0	0	0	3	1	3	1	4
Leelanau.....	5	2	13	1	56	18	74	21	95
Luce.....	0	0	0	0	0	0	0	0	0
Lake.....	3	0	1	1	12	4	16	5	21
Manistee.....	2	1	1	2	43	16	46	19	65
Mackinac.....	0	0	0	2	9	4	9	6	15
Manitou.....	0	0	0	0	0	0	0	0	0
Marquette.....	0	0	0	0	3	3	3	3	6
Mason.....	0	1	7	5	55	30	62	36	98
Menominee.....	0	0	1	2	4	0	5	2	7
Missaukee.....	0	0	5	2	4	1	9	3	12
Montmorency.....	0	0	1	1	14	2	15	3	18
Ogemaw.....	5	2	4	0	8	2	17	4	21
Ontonagon.....	0	0	1	0	7	6	8	6	14
Osceola.....	2	0	2	1	2	3	6	4	10
Oscoda.....	0	0	1	0	9	2	10	2	12
Otsego.....	2	0	2	0	8	6	12	6	18
Presque Isle.....	3	0	1	4	15	5	19	9	28
Roscommon.....	0	0	0	0	0	1	1	1	1
Schoolcraft.....	0	0	0	0	2	1	2	1	3
Wexford.....	3	0	1	1	22	9	23	10	36
Total section I.....	58	43	83	59	497	260	638	362	1,000

TABLE No. 25.—Continued.

Counties.	1894-95.		1895-96.		Previously.		Totals.,		Whole number.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
SECTION II:									
Bay	0	0	1	2	28	14	29	16	45
Clinton	1	0	2	2	50	36	53	38	91
Genesee	6	4	7	1	47	29	60	34	94
Gratiot	1	1	3	4	23	28	27	33	60
Huron	2	5	7	3	49	8	58	11	69
Ionia	4	0	3	3	27	19	34	22	56
Isabella	0	1	3	1	37	24	40	26	66
Kent	7	5	5	1	87	79	99	85	184
Lapeer	0	0	1	1	24	11	25	12	37
Mecosta	5	2	5	4	29	15	39	21	60
Midland	4	2	3	1	50	36	57	39	96
Montcalm	2	0	1	3	10	11	13	14	27
Muskegon	0	0	0	0	27	14	27	14	41
Newaygo	3	2	3	4	29	10	35	16	51
Oceana	4	0	0	0	28	3	32	3	35
Ottawa	0	1	0	0	13	2	13	3	16
Saginaw	3	5	3	5	33	25	49	35	84
Sanilac	11	5	26	11	10	11	47	27	74
Shiawassee	2	1	4	9	33	44	39	54	93
St. Clair	1	0	2	1	49	26	52	27	79
Tuscola	3	1	3	1	13	7	19	9	28
Totals section II.....	64	30	87	57	696	452	847	539	1,386

TABLE No. 25.—Concluded.

Counties.	1894-95.		1895-96.		Previously.		Totals.		Whole number.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
SECTION III:									
Allegan.....	2	0	8	2	26	27	36	29	65
Barry.....	3	0	6	2	48	16	57	18	75
Berrien.....	1	1	11	3	29	15	41	19	60
Branch.....	10	4	7	5	107	67	124	76	200
Calhoun.....	1	3	8	5	62	41	71	49	120
Cass.....	1	0	4	7	25	12	30	19	49
Eaton.....	0	1	2	0	18	23	20	24	44
Hillsdale.....	0	2	7	5	59	34	66	41	107
Ingham.....	0	2	0	1	33	30	33	33	66
Jackson.....	7	1	7	6	70	52	84	59	143
Kalamazoo.....	0	0	0	2	23	28	23	30	53
Leanswee.....	0	0	2	1	28	17	30	18	48
Livingston.....	2	4	6	0	57	45	45	40	84
Macomb.....	1	0	1	1	24	3	26	4	30
Monroe.....	2	3	3	1	41	22	46	26	72
Oakland.....	3	1	3	2	14	18	20	21	41
St. Joseph.....	1	5	3	5	36	30	40	40	80
Van Buren.....	2	3	4	0	42	33	48	39	87
Washtenaw.....	0	0	0	0	20	27	20	33	53
Wayne.....	2	2	0	0	25	28	27	30	57
Totals section III.....	38	32	82	54	767	571	887	657	1,544
Total of whole State.....	160	105	232	170	1,960	1,283	2,372	1,558	3,930

TABLE No. 26.—Record of children placed out since the school opened.

Facts reported.	Number indentured.	How disposed of.
Number of children placed out.....	3,310	
“ on indenture subject to visitation June 30, 1894.....		1,183
“ on trial subject to visitation June 30, 1894.....		142
“ adopted by proceedings in probate court.....		296
“ girls married.....		109
“ who have died.....		54
“ declared self supporting.....		763
“ restored to parents.....		323
“ returned to counties from which they came.....		235
“ who have become of age.....		245
“ returned to and remaining in the school.....		12
Totals.....	3,310	3,310

TABLE No. 27.—Record of success of children indentured.

Numbers.	Did well or fairly well.	Did poorly.	Whole number indentured.
1-500.....	305	95	400
500-1,000.....	366	71	437
1,000-1,500.....	338	60	398
1,500-2,000.....	358	40	398
2,000-2,500.....	398	20	418
2,500-3,000.....	397	16	413
3,000-3,580.....	385	10	395
3,500-3,991.....	289	20	309
Summary 1-3,991.....	{ 2,826 or 89%	{ 342 or 11%	3,168

TABLE No. 28.—Ages at which children have been received under the original act and its amendments.

Act of 1871.....	4 to 16 years.
Act of May 15, 1877.....	3 to 14 years.
Act of April 16, 1885.....	2 to 12 years.
Act of 1889.....	2 to 12 years, ill-treated.
Act of 1893.....	1 to 12 years, “
Act of 1895.....	Infants to 12 yrs., ill-treated.

TABLE No. 29.—Showing the number of children indentured each month since the institution opened.

Month.	1874.	1874-5.	1875-6.	1876-7.	1877-8.	1878-9.	1879-80.	1880-1.	1881-2.	1882-3.	1883-4.	1884-5.	1885-6.	*	1886-7.	1887-8.	1888-9.	1889-90.	1890-91.	1891-2.	1892-3.	1893-4.	1894-5.	1895-6.
October.....	.....	2	5	8	8	10	11	9	2	6	6	25	16	July.....	.....	17	16	14	22	26	4	10	21	31
November.....	.....	5	9	2	1	7	10	12	2	15	2	24	12	August.....	.....	21	23	22	16	17	18	16	11	23
December.....	.....	2	8	3	2	3	7	3	10	10	40	6	3	September.....	.....	7	8	18	2	11	8	8	20	17
January.....	.....	5	4	4	2	7	8	3	9	5	17	14	18	October.....	.....	10	19	10	10	6	7	7	22	31
February.....	.....	7	5	7	4	2	9	13	5	2	14	11	13	November.....	.....	13	21	8	10	9	7	14	18	28
March.....	.....	9	4	10	10	9	13	12	14	8	16	13	12	December.....	.....	18	18	15	25	12	7	6	20	36
April.....	.....	9	5	15	21	13	21	7	18	7	15	28	16	January.....	.....	22	9	3	11	9	6	14	23	24
May.....	.....	11	9	10	6	20	9	14	17	31	33	23	29	February.....	.....	7	14	15	1	2	6	5	12	39
June.....	.....	9	7	4	16	14	15	10	7	12	17	18	22	March.....	.....	19	17	12	14	9	12	8	24	33
July.....	.....	4	4	10	7	8	15	6	8	5	24	18	20	April.....	.....	20	10	15	24	11	5	10	18	27
August.....	1	4	5	6	10	9	11	11	12	3	18	16	11	May.....	.....	21	23	8	13	17	14	24	27	28
September.....	1	2	4	8	6	11	11	22	12	22	14	19	19	June.....	.....	10	11	15	10	18	11	15	24	30
Totals.....	2	69	69	87	93	113	140	129	111	125	216	223	186	Totals.....	147	185	194	155	158	147	100	136	235	347

*On account of the change in the fiscal year.

TABLE NO. 30.—*Showing the permanency of the homes by giving the number of times each child is indentured.*

Times indentured.				
Number indentured once				1,294
" " twice				740
" " three times				276
" " four	"			118
" " five	"			40
" " six	"			16
" " seven	"			9
" " eight	"			2
" " nine	"			3
Whole number indentured				2,168

TABLE NO. 31.—*Showing the age at time of indenture of all indentured children.*

					To July 1, 1894.	July 1, 1894, to July 1, 1895.	July 1, 1895, to July 1, 1896.
From 1 to 2 years of age						2	2
" 2 " 3	"	"	"	"	48	5	14
" 3 " 4	"	"	"	"	98	9	9
" 4 " 5	"	"	"	"	107	12	12
" 5 " 6	"	"	"	"	155	9	23
" 6 " 7	"	"	"	"	150	8	14
" 7 " 8	"	"	"	"	228	10	25
" 8 " 9	"	"	"	"	327	17	24
" 9 " 10	"	"	"	"	382	19	39
" 10 " 11	"	"	"	"	458	22	37
" 11 " 12	"	"	"	"	878	16	25
" 12 " 13	"	"	"	"	262	14	12
" 13 " 14	"	"	"	"	120	1	7
" 14 " 15	"	"	"	"	53	0	4
" 15 " 16	"	"	"	"	18	1	
" 16 " 17	"	"	"	"	8		
Totals					2,775	145	245

TABLE NO. 32.—*Number subject to visitation each month during past two years.*

	1894-95.	1895-96.
July	1,189	1,092
August	1,144	1,114
September	1,140	1,105
October	1,126	1,125
November	1,183	1,124
December	1,112	1,144
January	1,119	1,172
February	1,094	1,157
March	1,115	1,179
April	1,094	1,189
May	1,091	1,208
June	1,083	1,179
Average	1,116	1,149

TABLE NO. 33.—*Showing plan of visiting and reporting.*

Dates.	Section I.	Section II.	Section III.
Nov. 1 to Feb. 1	Guardians (report)	State ag't (visit)	County ag't (visit).
March 1 to June 1	County ag't (visit)	Guardians (report)	State ag't (visit).
July 1 to Oct. 1	State ag't. (visit)	County ag't (visit)	Guardians (report).

TABLE NO. 34.—*Summary of reports from all sources for year ending June 30, 1895.*

Reports by	Section I.	Section II.	Section III.	Totals.	Percentage of whole.
State agent	266	368	164	798	74
County agents	233	268	220	721	66
Guardians	215	270	824	809	75

TABLE NO. 34A.—*Summary of reports from all sources for year ending June 30, 1896.*

Reports by	Section I.	Section II.	Section III.	Totals.	Percentage of whole.
State agent	190	200	18	408	39
County agents	242	268	205	715	61
Guardians	175	184	217	576	49

TABLE NO. 35.—*Fuel, steam and temperature record from July, 1894, to July, 1895.*

Months.	Coal consumed.		Value of fuel used.	Average daily cost.	Hours engine in use.	Hours steam used for heating.	Average outside temperature.
	Tons.	Pounds.					
1894.							
July.....	40	985	\$108 90	\$3 44	238	-----	74
August.....	38	1,145	101 88	3 28	207	-----	66
September.....	47	518	124 76	4 16	189	40½	52
October.....	97	995	257 39	8 30	243½	151	50
November.....	155	60	409 99	18 66	209	440	31
December.....	165	575	486 53	14 08	168	482	26
1895.							
January.....	202	1,265	584 94	17 25	194	599	19
February.....	188	328	496 75	17 74	162	557½	16
March.....	168	1,855	445 98	14 88	209½	550	29
April.....	108	1,625	277 71	9 28	206	242	48
May.....	71	1,295	186 28	6 00	217	193	49
June.....	87	706	97 11	3 25	183	4½	74
Totals.....	1,819	1,852	\$3,476 15	\$114 82	2,871	3,869½	529
Averages.....	109	946	\$289 68	\$9 52	197	230	44

TABLE NO. 35A.—*Fuel, steam and temperature record from July, 1895, to July, 1896.*

Months.	Coal consumed.		Value of fuel used.	Average daily cost.	Hours engine in use.	Hours steam used for heating.	Average outside temperature.
	Tons.	Pounds.					
1895.							
July.....	36	1,415	\$95 48	\$3 07	207	-----	75
August.....	36	1,842	95 99	3 09	209	-----	72
September.....	42	1,416	111 04	3 70	196	50½	68
October.....	129	1,140	836 88	10 06	209	374	45
November.....	137	1,522	357 67	11 92	179	336	39
December.....	167	894	435 36	14 04	179	480	24
1896.							
January.....	168	1,907	439 27	14 17	268	144	26
February.....	151	85	392 64	14 02	258	527	27
March.....	166	686	432 43	13 30	241	527	33
April.....	97	1,840	254 59	8 48	241	260	44
May.....	59	510	154 06	4 97	235	465	52
June.....	48	1,180	126 33	4 21	116	31	73
Totals.....	1,243	887	\$3,231 75	\$105 03	2,537	3,794½	576
Averages.....	103	1,199	\$269 81	\$8 85	211	316	48

APPENDIX.

SENDING CHILDREN TO THE STATE PUBLIC SCHOOL.

DEPENDENT CHILDREN.

While the law specifies the general form to be observed in sending children to this School, errors are so frequently found in the proceedings, that we make these suggestions.

No child can be admitted to the School without the proper probate order and medical certificate. Time should be taken before sending the child to perfect all the details, as any irregularity in the proceedings and order might invalidate the whole action.

THE APPLICATION.

At least two of the superintendents of the poor of any county shall unite in a petition to the judge of probate, asking that a day be set in which he will examine into the supposed dependence of the child named in the petition.

The petition should give the name and residence of each of the parents, if living, or of either whose name and residence is known.

If either of the parents is dead, or residence and whereabouts unknown, it should be stated in the petition.

If parents are dead, or residence unknown, give name of person, if any, known to be a friend of the child.

If no parent, or other relative or friend is known, the fact should be stated, that the supervisor of some township or ward may be notified to appear in behalf of the child, at the requested hearing.

THE PROBATE ORDER.

The order of the judge of probate should set forth the fact of the petition of the superintendents of the poor. It should give the names and residence of the parents, if known.

If either parent is living, the order should show that notice of the intended hearing was given such parent at least two days before the time set for the hearing.

If parents are dead or residence unknown that fact should be stated. If parents are dead, or whereabouts unknown, and other relative or person is known, who is a friend of the child, the order should show that such friend has had notice of the intended hearing asked for in the petition of the superintendents of the poor.

If parents or other relatives are not known, the order should show that the supervisor of some township was notified of the intended hearing.

The order should show that either one or both parents, or some relative or friend, or the supervisor of some township or ward, did appear at the hearing when the child named in the order was adjudged dependent.

In case either parent appears in court upon day of petition, or if parents are shown to be dead, or residence unknown, and other near relative or friend of the child appears, delay for service of notice would be unnecessary.

The above proceedings regarding service of notice and statement of facts regarding it in the order are essential in order to conform to the law.

The order should show that the child has been examined by a physician, and that such examination shows that the child is of sound mind and has no chronic or contagious disease, and has not been exposed to any contagious disease within fifteen days previous to this examination. The examination should be by the county physician, if there be one.

The age of the child, year, month and day should be definitely stated in the order.

As full a history of the child and its parents as is possible to gather should be inserted in the order.

A definite statement that the child shall be sent to and admitted into the State Public School should be inserted.

A certified copy of the order, with the medical certificate of the examining physician, must accompany each child, as no child can be admitted except upon presentation of the order and medical certificate to the superintendent of the School.

The medical examination is very important, as it is easy to endanger the lives and health of a large family of children by the sending of one child infected with some contagious disease.

The object of the School is to place children in family homes as rapidly as reasonably possible, so children who, by reason of their physical or mental condition, would not do for a home, are not properly admissible to this School.

It is earnestly hoped that officers having in charge the work of sending children to the School will aid in every way to make the School just what the law intends it to be—a temporary home—and prevent sending children who are not in such condition of mind or body as will enable them to be placed in homes.

It is desired that the courts will aid in gathering as complete information as possible regarding the parents; whether permanent paupers, or simply temporarily dependent; whether criminal or not; whether educated or uneducated; the calling or business in which the parents may have engaged; their habits regarding attendance at church, industry, and the kind of training given the child; also whether native or foreign born.

A form of application and probate order are herewith appended.

FORM OF PETITION OF SUPERINTENDENTS OF THE POOR.

STATE OF MICHIGAN, } ss.
County of _____

PROBATE COURT FOR SAID COUNTY.

To _____ judge of probate for said county

IN THE MATTER OF _____ an alleged dependent child.

Your petitioners respectfully represent to the court that they are superintendents of the poor of said county of _____; that in their opinion said child is dependent on the public for support, is between _____ and _____ years of age, is sound in mind and body, and has no parents against whom its support can be enforced as provided by law.

Your petitioners further represent that the following is a statement of the names, residence and occupation of the parents of said child, and whether either is dead or has abandoned said child, so far as they are able to ascertain the same:¹

Your petitioners therefore pray this court to examine and determine such alleged dependence; and should said child be found by this court to be dependent on the public for support, that an order be entered in this court sending said child to the State Public School; that a day be fixed for such examination, and that a citation be issued by this court to be served on one or both of said parents not less than two days before the time fixed for such examination if they can be found in said county, requiring them to appear in this court on the hour and day therein named and show cause, if any, why said child should not be declared to be dependent on the public for support and sent to the State Public School as provided by law.

Dated, the _____ day of _____, 189__

² *Superintendents of the Poor.*

NOTE 1. State here the names, residence and occupation of the parents, and whether either is dead or has abandoned the child.

NOTE 2. The petition must be signed by at least two superintendents of the poor.

FORM OF CONSENT OF PARENT.

STATE OF MICHIGAN, } ss. PROBATE COURT FOR SAID COUNTY.
 County of -----

To ----- judge of probate for said county
 The undersigned -----
 parent of the within named child hereby respectfully request that an order be
 entered in this court finding said child to be dependent on the public for support, and
 that he be sent to the State Public School as prayed in the within petition and -----
 ----- further state that the -----
 has fully explained to ----- that if ----- child is sent to the State
 Public School ----- will thereafter have no rights over, or to the custody,
 services or earnings of said child, as provided in section 5, of act No. 115, Public Acts
 of Mich., 1893.

Dated this ----- day of -----, 189--

(Signed) -----

In presence of -----

CERTIFICATE OF SUPERINTENDENT, WHEN CHILD IS BETWEEN ONE
 AND TWO YEARS OF AGE.

Being authorized by resolution of the board of control of the State Public School, I,
 the undersigned superintendent of said school, Do HEREBY CERTIFY that there is
 room in said school for the admission of -----
 the child named in the within petition, who is between one and two years of age, if he
 be found to be sound in mind and body and who shall be declared to be dependent on
 the public for support, as provided in act No. 115, Public Acts of Mich., 1893, and that
 provision has been made for the support of said child while therein.¹

(Signed) -----

Superintendent of the State Public School.

FORM OF PROBATE ORDER.

STATE OF MICHIGAN, } ss. PROBATE COURT FOR SAID COUNTY.
 County of -----

At a session of said probate court, for the county of -----, holden at the
 probate office at -----, in said county, on the ----- day of -----, A. D. 189--
 PRESENT, Hon ----- judge of probate.

In the matter of -----, a dependent child, -----
 ----- superintendents of the poor of said county,
 on the ----- day of -----, A. D. 189--, made and filed in said
 probate office a petition in which they stated that in their opinion said child is depend-
 ent on the public for support, is between ----- and ----- years of age, is sound in mind and
 body, and has no parents against whom h ----- support can be enforced as provided by
 law; requesting therein an examination and determination by said court as to such
 alleged dependence, and should the child be found by said court to be dependent on
 the public for support, that an order be entered sending h ----- to the State Public
 School.

And it further appeared by said petition that the parents of said child,²

NOTE 1. In case a child is between one and two years of age, the superintendents of the poor must
 fill out the petition properly signed and forward the same to the superintendent of the State Public
 School, at Coldwater, for his endorsement, before an examination can be had before the judge of
 probate.

NOTE 2. State in this space the names, residence and occupation of parents, whether either is
 dead or has abandoned the child.

It was thereupon ordered, that the.....*day of*....., A. D. 189..
at.....*o'clock in the*.....*noon, at the said probate office, be fixed for such exam-*
ination, and that a citation of the time and place of such examination be duly served
on one or both of the parents of said child, if either can be found in said county, at
least two days before the time fixed for such examination, requiring them to appear on
said day and hour and show cause, if any, why said child should not be declared by
said court to be dependent on the public for support and sent to the State Public
*School; and that said petitioners shall produce said child on said examination,*¹

.....
.....
.....
.....

Said cause having this day come on for hearing, said child was produced in said
court, and it appearing by the return on said citation that it was duly and personally
served on
.....parent...of said child.²
.....
.....

.....
.....

and said superintendents of the poor appearing on behalf of said petitioners, and.....
.....
appearing for said child, testimony was taken in behalf of said petition and.....
testimony in opposition thereto, and said child having been examined by me, and hav-
ing investigated the facts, I find that said child is dependent on the public for support;
that...he was.....years of age on the.....day of.....,
A. D. 189..., and that...he is sound in mind and body, and that the facts regarding the
residence and occupation of the parents, whether they have abandoned said child,
when and how long the parents and child have been supported in whole or part by
public or private charity, and the causes of the child's dependence, so far as they can
be ascertained, are as follows:³.....
.....
.....
.....
.....
.....
.....
.....

And upon filing in said court the affidavit of.....
.....physician of said county, showing that said child is, in his
opinion, of sound mind, and has no chronic or contagious disease, and has not been
exposed to any contagious disease within fifteen days previous to the date of this
examination:

⁴And it appearing that said child, named herein, is between one and two years of
age; it also appearing that the certificate of the superintendent of the State Public
School has been endorsed on the petition of the superintendents of the poor for the said
county of.....according to law, stating that there is room in said school
for the admission of.....the child named in said petition and
that provision has been made for its support while therein; also having fully explained
to the said

.....parents of said child, that if.....child is sent to the State
Public School.....will thereafter have no rights over, or to the custody, services or
earnings of said child, as provided in section 5, act No. 115, Public Acts of Michigan,
1893;

NOTE 1. State in this space the fact if one or both parents have endorsed the petition requesting
the child to be sent to said school. If such indorsement is made, or it appears by the petition that
neither of the parents reside in said county, omit all that refers to the citation in the order.

NOTE 2. State here proof of service or citation if made.

NOTE 3. Here state the facts as to the residence and occupation of the parents, whether either has
abandoned the child. Whether the parents, or either, have been supported by public or private
charity, and where. Also state the nationality, habits and character of the parents; whether
either is intemperate, or has been a criminal under sentence, and if so, for how long; whether either
is an habitual pauper. State generally any facts showing the cause of the child's dependence.

NOTE 4. This portion of blank to be used when child is between one and two years of age.

It is certified and ordered that said child is dependent on the public for support and is entitled to admission to the State Public School at Coldwater, and that ..he be taken to said school by
.....and admitted therein.

.....,
Judge of Probate.

STATE OF MICHIGAN, }
County of } ss.

On this day of, A. D. 189... before me
..... in and for said county, personally
appeared....., M. D., to me known to be
..... physician of said county, who being by me duly sworn
deposes and certifies he has examined as physician.....
.....
.....

on the day of, 189..., a child claimed to be
dependent on the public for support, and that in his opinion the said child is of sound
mind, and has no chronic or contagious disease, and in his opinion has not been
exposed to any contagious disease within fifteen days previous to this date.

(Signed)....., M. D.

Subscribed and sworn to before me, this day of, A. D. 189..
.....

STATE OF MICHIGAN, }
County of } ss.

I do hereby certify that the foregoing is a true copy of the original order and find-
ings by me made in the above entitled matter, and of the whole thereof, and that the
above is a true copy of the affidavit of the physician filed in this case.

In Witness Whereof, I have hereunto set my official signature, and affixed the seal of
the probate court of said county, at..... in said county, on this
day of, in the year one thousand eight hundred ninety.....

.....
Judge of Probate of said County.

ILL-TREATED CHILDREN.

The law declaring an ill-treated child to be under the protection of public authority and authorizing certain officers of the State to remove them from the care and custody of the parent or guardian so ill-treating him, was passed by the legislature in 1889. This law will be found printed in full in the preceding pages of the appendix under the title "An act to provide for the protection of children." It defines ill-treatment with conservatism, and only interferes with paternal rights where, first, habitual ill-treatment either endangers the health or life of the child, or, second, depraves the morals of the child. The object of the law is two-fold, to protect the child and the public at the same time.

THE COMPLAINT.

Any person who knows that a child, under the age of sixteen years, is being ill-treated in any of the manners mentioned in sections 1, 2, 5, 6, or 12 of the act above named may go before the judge of probate of the county in which such ill-treatment exists and make complaint. The complaint should be in writing and on oath and should state the name of the person so ill-treating the child. The complaint should set forth the

NOTE 1. Here insert "the county," or if there be no county physician, insert the words "a respectable practicing."

particular form of the ill-treatment in as nearly the exact words of the statute as possible, ending with this statement, "That such habitual ill-treatment endangers the health of the child, or depraves its morals," as the case may be.

THE WRIT.

When complaint is made to a judge of probate and duly subscribed and sworn to, the judge will issue a writ directed to some officer of the county, directing him to forthwith bring the child so alleged to have been ill-treated and the parent or guardian charged with such ill-treatment before him to be dealt with according to law. The writ shall recite the substance of the complaint regarding the alleged ill-treatment and in the same writ the judge may require the officer to summon witnesses to appear and give evidence on the trial.

THE PROBATE ORDER.

The order of the judge of probate should set forth:

1. The fact of the complaint.
2. The manner of the ill-treatment as set forth in the complaint.
3. The fact that a writ was issued, and who were brought into court under its commands.
4. If the accused could not be found in the county, state the fact as shown by the officer's returns.
5. The appearance of the attorney or other friend on behalf of the child.
6. The empaneling of the jury, if there be one.
7. The verdict of the jury, if there be one.
8. That the parent or guardian has forfeited all right to the custody of said child during minority.
9. That said child be committed to the State Public School to be subject to such disposition as the laws pertaining to that institution provide.

All the other provisions relating to the age of the child, examination by physician, facts concerning parents, etc., should be the same as in case of dependent children.

Forms of complaint, writ and probate order are herewith appended.

FORM OF COMPLAINT.

STATE OF MICHIGAN, } ss. PROBATE COURT FOR THE COUNTY OF.....
County of.....

The complaint and examination on oath and in writing, of.....
taken before me on the.....day of....., 18...., who being
by me duly sworn, deposes and says that.....of said county,
ill-treats.....h¹.....a minor under sixteen
years of age in the following manner, viz.:².....

contrary to the form of the statute in such case made and provided and against the peace and dignity of the State of Michigan; wherefore the said.....prays that the said.....and the said child may be apprehended and brought before this court to answer this complaint and to be further dealt with according to law.

Taken, subscribed and sworn before me the day and year first above written.

.....
Judge of Probate.

NOTE 1. Modify this to read "his or her child, or his or her ward," as the case may be.

NOTE 2. See sections 1, 2, 5 and 6, chapter 52, of Howell's annotated statutes, being the act "For the protection of children," and section 12 of act No. 189 of 1889 amending that law, and draw the complaint according to the facts under one or more of these sections, adding after the description of the offense "That such habitual ill-treatment endangers the health of the child, or depraves its morals," as the case may be. Describe the offense as fully and carefully as possible.

FORM OF WRIT.

STATE OF MICHIGAN, } ss. PROBATE COURT FOR THE COUNTY OF.....
 County of.....

To the sheriff or any constable of said county, greeting:

WHEREAS, has this day made complaint
 in writing and on oath to me that
 of said county, ill-treats^{h¹}, a
 minor under sixteen years of age in the following manner, viz.:².....

And Whereas, On such examination on oath it appears to me that said offense has
 been committed and that there is just cause to believe that the said child has been ill-
 treated by the said as stated in said
 complaint; therefore

In the name of the People of the State of Michigan, You, and each of you, are hereby
 commanded to arrest forthwith the said
 and the said child, and bring them before me to be dealt
 with according to law. And you are further commanded,

In the name of the People of the State of Michigan, to summon

to appear before me, the said judge of probate, when and where you shall have the
 accused party and the said child, to testify their knowledge on behalf of said people
 touching the matter of said complaint.

[SEAL]

Given under my hand and seal, at
 in said county on the day of, 189...

Judge of Probate.

OFFICER'S RETURN TO WRIT.

STATE OF MICHIGAN, } ss.
 County of.....

By virtue of the within writ, to me directed, I have taken the within named
 and who I have before the probate court
 within named, as I am within commanded.

Dated this day of 189...

FORM OF PROBATE ORDER.

STATE OF MICHIGAN, } ss.
 County of.....

At a session of the probate court, for the county of
 held at the probate office at in said
 county on the day of A. D. 189...

Present: Hon. judge of probate.
 In the matter of an ill-treated child:

NOTE 1. Modify this to read "his or her child, or his or her ward," as the case may be.

NOTE 2. Enter here the substance of the complaint fully, showing the character of the offense
 under one or more of sections 1, 2, 5 and 6, of chapter 52 of Howell's annotated statutes "For the
 protection of children," and Sec. 12 added to that act in act 189 of 1889, adding "that such habitual
 ill-treatment," endangers the health or life, or depraves the morals of the child, as the case
 may be.

STATE PUBLIC SCHOOL.

In this matter complaint having been made by _____ of _____ in said county, and such complaint having been reduced to writing, subscribed and sworn to by said complainant, on the _____ day of _____ 189____, alleging that the said child is ill-treated by h¹ _____ in the following manner, viz.:² _____

_____ and the writ of this court having been issued requiring the said _____ and _____ the said child to be brought before me forthwith to be dealt with according to law, and in obedience to said writ, the said _____ and _____ the said child having been produced in this court³ _____

_____ and _____ Esq., the prosecuting attorney for said county having, at my request, appeared in behalf of said child⁴ _____

_____ and after hearing the testimony in said matter⁵ _____

_____ and it appearing to this court _____

that the said _____ has habitually ill-treated the said child in the manner as stated in said complaint, and that the allegations of said complaint are fully sustained by the evidence; thereupon

It is ordered, That the said _____ has forfeited h_____ right to the custody of said child during minority. And it further appearing in this court that the said child is over two and under twelve years of age, namely: _____ years of age on the _____ day of _____ 18____, and is sound in mind and body; therefore:

It is further ordered, That the said child be and he is hereby committed to and sent to the State Public School at Coldwater, to be there received and to be subject to such disposition as the laws regulating that institution provide.

Judge of probate.

STATE OF MICHIGAN, } ss.
County of _____ }

On this _____ day of _____, A. D. 189____, before me a _____ in and for said county, personally appeared _____ M. D., to me known to be the county⁶ physician of said county, who being by me duly sworn, deposes and certifies that he has examined as physician _____

_____ on the _____ day of _____ 18____, a child claimed to be dependent on the public for support, and that in his opinion the said child is of sound mind, and has no chronic or contagious disease, and in his opinion has not been exposed to any contagious disease within fifteen days previous to this date.

(Signed) _____ M. D.

Subscribed and sworn to before me this }
_____ day of _____ A. D., 189____ }

NOTE 1. Modify this to read "his or her child, or his or her ward," as the case may be.

NOTE 2. Enter fully the substance of the complaint.

NOTE 3. If the accused is not found in this county, state here that fact as shown by the officer's return on the writ.

NOTE 4. State the empaneling of the jury if there was one.

NOTE 5. Modify to recite the verdict of the jury if there was one.

NOTE 6. If there is no county physician, strike out the words "the county" and insert the words "respectable practicing."

STATE OF MICHIGAN, } ss.
 County of ----- }

I do hereby certify that the foregoing is a true copy of the original order and findings by me made in the above entitled matter, and of the whole thereof, and that the above is a true copy of the affidavit of the physician filed in this case.

In witness whereof, I have hereunto set my official signature, and affixed the seal of the probate court of said county, at-----
 in said county, on this-----day of-----, in the year one thousand eight hundred and ninety-----

Judge of probate.

HOW TO GET CHILDREN FROM THE STATE PUBLIC SCHOOL—EXTRACT FROM CIRCULAR TO THOSE INQUIRING.

[Authorized by the board.]

To aid in securing homes, and to answer some of the many inquiries about the method to be pursued to secure one of these children, this circular is issued. Its careful perusal is desired.

HOW TO OBTAIN A CHILD.

1. It is always best, though not necessary, for the applicant to visit the School to select the child and execute the contract. But, whether he comes or sends, he must

2. Make an application in writing on blanks provided for that purpose, which will be furnished to any one on request. (See form at end of this circular.) This blank should be read very carefully, filled, except the name of the child, unless one has already been selected, then signed and

3. Presented for approval to the agent of the Board of Corrections and Charities for the county in which the applicant resides.

4. This agent will then inquire into the fitness of the proposed home, and make a full report of what the home is, on a blank provided for that purpose (see form at end of this circular).

5. No child will be placed in a family on trial, or on indenture without the approval of the agent of the Board of Corrections and Charities in any county where there is one to act.

6. When the application is approved, it must be presented at the School with a description as complete as possible of the child desired—giving age, sex, etc. Especial pains will then be taken to select the child desired, and arrangements made for its delivery.

THE CHILD TO SELECT.

As there are many more boys than girls at the school, one can more readily select a satisfactory child from the former. In deciding upon the age, it is better to choose as young a child as possible, for it will sooner adapt itself to the new home and become as one of the family. It will not remember its former life, and will look upon its foster parents as its own. The average age of the children in the school at present is between seven and eight years. There are a few over ten or under two. Those under ten are as a rule much more desirable than those over, and it would be well for the applicant to take this into consideration when making his selection. Further, a child under ten is too young to be obtained for the work he can do. He should rather be taken as an own child, and the younger he is, the more gratified in time will the applicant be with his selection.

HOW TO TREAT THE CHILD ON TRIAL.

Having taken the child on trial, perfection should not be expected. Those reared in the best families have their faults. They should have a full and generous trial. Loving and parental care, teaching, kind admonition and correction, will encourage the child and correct its faults. The discipline should be firm and such as will insure truthfulness, industry and obedience. No one should be soon discouraged, for on the

THE INDENTURE.

THE ADOPTION OF CHILDREN.

APPEAL

REPORT ON APPLICATION FOR CHILD.

DEAR SIR On the.....day of.....189.., I visited the home of....., who is an applicant for a ward of the State Public School, for the purpose of determining whether the home is a suitable one for a { boy }
{ girl }years old.

I find that the home consists of a house on about acres of land. The appearances indicate housekeeping and management of affairs in and about the home. The house is { ^{excellently} well / poorly } kept. The buildings indicate { ^{thrift} fair management / slackness }.

(1) The man is about years of age and of (2) parentage, and in health.

The wife is about years of age, of parentage, and in health.

The home would probably be one of { ^{strict} mild / slack } discipline. There will probably be { ^{excellent} fair / indifferent } literature in the house.

(3) Applicant { ^{would} would not } take a { ^{delicate or} morally neglected } child and { ^{would} would not } wish to adopt child if satisfactory.

The application filled out should read as follows in order to indicate the conditions of the home as found by the agent:

..... Mich.,, 189..

TO THE SUPERINTENDENT OR AGENT OF THE STATE PUBLIC SCHOOL:

Application is made to have one of the children of said School indentured pursuant to law.

My postoffice address is in the county of The nearest railroad station is on the railroad. The occupation is that of The home consists of the following real estate on section in town of in { ^{city} village / country } which property is { ^{owned} rented }.

The following are the names and ages of the children living at home and the other members of the household, including hired help, are

The district school, which is maintained at least five months each year, is from the residence. The child desired is

(Name of child, if selected) or other male child of equal merit, about to years of age. { ^{American} European / African } parentage is preferred. It is desired to make such a child a member of the family, to educate h and teach h some useful occupation.

Special description of child: Hair preferred to be { ^{light} dark / red }; eyes preferred to be { ^{blue} dark / gray }; complexion preferred to be { ^{fair} dark / medium }. Do not send child with eyes hair, complexion.

I have read the statements in the application for the child and believe them to be correct. After this careful examination by me personally made, I certify that the applicant has a good home and that he is a proper person to have the care and education of a child. I further certify that he is a person of good moral character, that he is temperate, that he does not sell intoxicating liquors to be used as a beverage, and that I believe he will properly provide for and educate said child, and will otherwise faithfully execute the indenture required. These statements apply

equally to both husband and wife. They would probably want a child to { ^{love} educate / work } and would doubtless rear h under the religious teachings of { ^{Evangelical} Roman / other } church.

INDENTURE.

THIS AGREEMENT, By and between the Board of Control of the State Public School, by the authority of an Act entitled "An Act to Establish a State Public School for Dependent and Neglected Children," approved April 17, 1872, and acts amendatory thereof, of the first part, and of the town of county of State of Michigan, whose postoffice address is

Witnesseth, That the said Board of Control, in consideration of the agreement herein made by the second party, hereby places one of its wards, in the family of the said second party to remain until the day of, 189..., when ..he will be eighteen years of age. The said second party hereby receives the said child in his family, and agrees to keep the child until the said above mentioned date, and will maintain and treat the child kindly and properly as a member of his family; that he will cause the child to attend church and Sunday school regularly; that he will provide for the child's education in the public schools where he resides, causing the child to attend such public schools at least five months each year, and that he will teach the child an occupation that will enable said child to become self supporting. That he will provide said child with sufficient and suitable clothing for week days and for attending public worship, and with suitable food and other necessities in health and in sickness. That at the expiration of said time he will furnish said child with two good suits of clothes and will pay the child through the agent of the said Board of Control at that time, the sum of twenty-five dollars. And if the child should be given up by said party previous to the expiration of the full time herein provided for, that he will pay pro rata after the child is fourteen years of age, for the time the child is in his family. Whenever requested by the superintendent or agent of said School, the said second party agrees to report to him in writing such facts in regard to such child as may be requested, and that he will furnish the child with materials and opportunity to correspond with the said superintendent or agent when the child is of sufficient age and shall so desire.

The said board of control hereby reserves the right to cancel this contract whenever in its opinion the interest of the child requires it.

SIXTY DAYS' TRIAL. The said second party hereby reserves the right to cancel this contract within *sixty days* from the date hereof, on returning the said child to said School at his own expense. Said trial period may be extended upon application and for good cause by permission of superintendent.

In case this contract shall be canceled by either party, as aforesaid, the said second party agrees to return said child to said School at his own expense unless released by the said superintendent or agent.

In witness whereof, The said board of control, by the superintendent of this institution, and said second party, hereby set their names and seals this day of, A. D. 18...

..... [L. S.]
[Superintendent of State Public School.]

..... [L. S.]
[Guardian of Child.]

STATE PUBLIC SCHOOL

[Filing form.]

APPLICATION.

For By
[Name of child.] [Name of applicant.]
Date 189... R. R. and station
..... County

NOTE.—The report by the county agent of the Board of Corrections and Charities will be made on another blank provided for that purpose.

Approved 189...

STATE PUBLIC SCHOOL

STATE PUBLIC SCHOOL

[Filing form.]

INDENTURE.

Of..... To.....
 Date..... This indenture becomes operative on the
 day of 18...

NOTICE.—The child herein indentured may be adopted, on the consent of the superintendent, by proceedings in the probate court. On such adoption the control of the School ceases, and the child will then have all the legal rights of an own child of the person adopting him. The consent to adoption will be given when it appears to be for the interest of the child. For information as to adoption, address any time,

THE SUPERINTENDENT,
 STATE PUBLIC SCHOOL,
 COLDWATER, MICH.

Filed at the State Public School this..... day of.....
 18... Clerk.

COPY OF CIRCULAR.

[Authorized by the Board]

STATE PUBLIC SCHOOL, }
Coldwater, 1896. }

To the Agents of the Boards of Corrections and Charities:

GENTLEMEN—It is intended to have you visit in your respective counties within twelve months all children on indenture from this institution who, in your discretion, need visiting. In order to secure three reports each year, one from you, one from the State agent, and one from the guardians, the State has been divided into three sections, and the reports are to be asked for four months apart. This will render it necessary to send out requests for visiting to the county agents and guardians four months from each other. Hence some will receive the request this month, others in four months and others in eight months. Thereafter the reports from the county agents can be made by each about one year apart. When the request to visit is made you will be furnished with a list of the children on indenture and the time of the visit will be stated. Until that notice is received it is very desirable that you should continue to investigate promptly and report on all ill-treated children, and as herein requested, the children on trial, and aid us in securing new homes. Your earnest and cordial coöperation is solicited.

DISCRETIONARY VISITS.

When you receive a request to visit you will find part of the names entered under "Discretionary List" This is to indicate that the management of the school is of the opinion that those children may not need visiting. There are no doubt in your county some of the children, and generally the younger ones, who have been on indenture some time, who are treated in all respects, as own children, and who, in your opinion, do not need to be visited. Where these children have become thoroughly identified with the members of a good family, it is not considered that they or the family will be benefited by such visits. Neither ought the State to be put to the expense. Some of these children have forgotten their own parents and look upon their foster parents as their own. Their own parents could do no better for them, even if situated so as to care for them. In such cases any visits that would inform them of their parentage would greatly wrong them. Children have lost good homes by such visits and some of the best guardians object to them. But if in your judgment any of the children whose names are on the discretionary list do need visitation, you are to see them. If there is any doubt in your mind about the necessity, in any case, give the child the benefit of the doubt and visit it. All visits to the youngest children especially should be conducted with prudence and consideration for the children and guardians. But whether you visit all children or not at the time of your annual visit, make a formal report of every case, stating under "Remarks" the source of your information.

ILL-TREATED CHILDREN.

Whenever it shall come to your knowledge that any child of this school in a family on indenture or on trial is being ill-treated, you are required by law to investigate the case immediately and report the facts to the superintendent. You are not to wait to

consult him and obtain a request to visit. You are to use your discretion. Ill-treatment has various forms. It is a failure to comply with any provision of the indenture. If the child is not used as one of the family, as to food, lodging, etc., that is ill-treatment. If the child is not sent to day and Sunday school, and to church, if he is brought up in idleness, under bad influences, in bad company, that is ill-treatment as much as the infliction of unreasonable punishment. They are not placed out as servants. They are to have a good chance in life with the other boys and girls where they live. As a general rule the treatment of these children in families is all that can be desired. But when there are cases of ill-treatment, by which the child is deprived of its natural privileges or rights under the indenture, you will be sustained in all proper efforts for his protection.

HOW VISITS SHOULD BE CONDUCTED.

The purpose of your visits is defined by law. You are to inquire carefully into the management, condition, and treatment of the children and to report the facts ascertained, showing whether the conditions of the indenture are faithfully executed. But how the work is to be conducted is necessarily left to your tact and good sense. The end to be obtained is always the same - the respectful and grateful consideration of the guardians, who often from kindest motives have taken these children to care for and educate, and the welfare of the children. The facts relating to the children and guardians you will gather from them and sometimes from others. But how much from each and in what manner your prudence will determine. Generally the appearance of the child and the home will go far to satisfy you. To visit a home so as to benefit both the home and the child is what is desired and is a responsible and delicate duty. Careful consideration and experience are needed. The hurried call of a few moments, without seeing the child or guardians, asking a few questions of someone and hurrying away, scarcely informs you of the home or the child and fails to impress upon the child, the guardian, or the neighborhood your interest in the work. Such visits, however, are seldom made. You should make the visit as though you had a personal interest in the child and the family. The more you become acquainted with the child and guardian, with their tastes, aims, habits, etc., the greater will be your success.

In some instances, doubtless, you will discover that the relations between guardian and child are not as satisfactory as they should be. It may be difficult for you to determine where the fault lies, but it is to be hoped you may ascertain the cause of any estrangement and give such advice and admonition as may be needed to harmonize differences.

Your experience in the management of indentured children will probably prove to you that the causes of trouble between guardian and child may lie in either or both, or, somewhat frequently, in the interference of medlesome neighbors. Wherever the fault may be it should be traced to its source and, if with the child, reprove kindly yet earnestly; if with the guardians or neighbors, advise fearlessly though discreetly. The amicable adjustment of differences will depend largely upon your tact and wisdom.

These words will go to some whose long experience has especially fitted them for this work and they will need no suggestions. But for all, these words are written as respectful opinions of methods for doing in the best manner all that should be done for the children in our care. We assure all agents of the sincere, cordial and earnest coöperation of this institution. We also assure them that their labors and successes are appreciated. Whatever is said here is to aid in securing the most thorough, deliberate, and prudent visits by the county agents, with the belief that the more consideration and care there may be given by the county agents the better will be the results in general of this institution.

SECURING HOMES FOR CHILDREN.

When visiting children you will be of great assistance by finding and investigating new homes. For this work you are compensated the same as for visits, and the law imposes on you this duty to find and inspect homes for children. If you have placed a good boy or girl in a good home there are generally openings for others in the same neighborhood. Will you not on your visits make securing new homes one of the principal objects, and thus greatly enlarge the usefulness of your position and the work of this institution?

To assist the agent to constantly improve the quality of the homes secured and to assist the superintendent to make the best selections for the homes, the following suggestions are appended on

HOW TO SECURE THE BEST HOMES.

1. To secure better homes, the agent should visit the home of the applicant and have a personal knowledge not only of the applicant but of his family and his home.

2. The agent should never recommend a home to please the applicant or from fear of his ill-will.

3. The applicant should have sufficient means to support and educate the child, and a disposition to do it. He should have a settled home and occupation. Morality, temperance and industry should prevail in the home.

4. Preference should be given to country homes. There the boy or girl will have equal opportunities with other children, and from the country come many of our best and most successful men and women.

5. A home where the child will be taught skilled labor is always a desirable one.

6. The taste, talent and physical ability of the child should always be considered when placing it. When a home is secured its peculiarities, conditions and the desires of the applicant regarding the child should be clearly set forth to the superintendent that the child of the taste, talent, physical ability desired may be selected.

7. This institution is not an intelligence office to procure farm and domestic help. These children are to be taught to respect labor and to work. Habits of industry are to be inculcated. But at the same time the State requires that they shall be educated in the public schools and treated as members of the family.

8. Homes in large villages or cities should be avoided as a general rule. Where a very young child is desired for adoption, they might be placed there with good results.

9. After a personal examination of a home if the agent has any doubt about its fitness for the child he should give the child the benefit of that doubt and decline to approve.

10. Especially seek homes among young or middle-aged people, so far as practicable, as they are more likely to be in sympathy with children, and the child's faults are less likely to seriously disturb them than elderly people.

MEMBERS OF THE BOARD OF CONTROL AND SUPERINTENDENTS.

From the organization to the present time.

BOARD OF CONTROL.

Names.	Date of appointment.	Expiration of service.
Gov. Henry P. Baldwin, <i>ex officio</i>	April 17, 1871..	Jan. 1, 1873.
John J. Bagley	July 31, 1871..	" "
Nelson J. Isbell	" "	June 7, 1872.
Charles E. Mickley	" "	July 28, 1876.
Julius S. Barber	June 7, 1872	Jan. 3, 1874.
Gov. John J. Bagley, <i>ex officio</i>	Jan. 1, 1873	May 18, 1874.
Caleb D. Randall	" 6, 1873	Jan. 1, 1891.
Stephen S. Cutter	April 1, 1875	Nov. 13, 1875.
James Burns	Nov. 16, 1875	Jan. 1, 1883.
Henry H. Hinds	July 28, 1875	" 1, 1881.
*Isaac A. Fancher	March 22, 1881	" 1, 1893.
Richmond E. Case	Jan. 2, 1883	" 1, 1889.
*Harvey J. Hollister	" 1, 1889	" 1, 1895.
*John H. Buggie	" 1, 1891	" 1, 1897.
†Robert J. Frost	Oct. 2, 1891	Oct. 2, 1893.
†John R. Champion	" "	" 2, 1895.
†Alexander McMillan	" "	" 2, 1897.
†Robert J. Whaley	" "	" 2, 1899.
Byron S. Spofford	May 27, 1893	Jan. 1, 1899.
†Thomas Mars	" "	Feb. 27, 1896.
†Isaac A. Fancher	" "	Oct. 12, 1893.
Marshall E. Rumsey	Oct. 25, 1893	Jan. 1, 1901.
F. M. Stewart	Feb. 27, 1896	" 1, 1897.
<i>Superintendents.</i>		
Zelotes Trusdell	March 13, 1874	June 14, 1875.
Lyman P. Alden	June 21, 1875	May 9, 1883.
John N. Foster	May 9, 1883	April 9, 1887.
Wesley Sears	June 20, 1887	Sept. 1, 1889.
Chancy F. Newkirk	Sept. 1, 1889	Sept. 30, 1891.
W. H. Wieand	Oct. 7, 1891	July 9, 1893.
A. N. Woodruff	Aug. 3, 1893	Sept. 1, 1895.
A. J. Murray	Sept. 1, 1895 .....	.....

* Term of office expired Oct. 2, 1891, under 169, Public Acts 1891.
† Term of office expired May 27, 1893, under Act 116, Public Acts 1893.
‡ Resigned.

L A W S

RELATING TO THE ESTABLISHMENT AND GOVERNMENT OF THE STATE PUBLIC SCHOOL, AND OTHER LAWS RELATING TO CHILDREN.

[Act 115, Session Laws 1893, as amended by Act 94, Session Laws 1895.]

AN ACT to provide for the government, management, and control of the State Public School at Coldwater, and to repeal all acts or parts of acts inconsistent with this act.

SECTION 1. *The People of the State of Michigan enact,* That the general supervision and government of the State Public School shall be vested in a board of control, to consist of three members, who shall serve without pay except for actual and necessary expenses incurred in the discharge of their official duties, which shall be audited by the board of State auditors and paid from the general fund, who shall be appointed by the Governor, by and with the advice and consent of the Senate, the members of which board shall hold their offices for the respective terms of two, four and six years, from the first day of January preceding their appointment and until their successors shall be appointed and qualified, said respective terms of office to be designated in their several appointments; and thereafter there shall be one of said board appointed every two years by the Governor by and with the advice and consent of the Senate, whose term of office shall continue for six years from the first day of January preceding his appointment and until his successor is appointed and qualified. The members of said board shall constitute a body corporate under the name and style of the "Board of Control of the State Public School," with the right of suing and being sued, of making and using a common seal, and altering it at pleasure. The said board of control shall have the power of taking and holding by purchase, gift, donation, devise or bequest, real or personal estate to be applied to the use of the institution.

SEC. 2. It shall be the duty of said board to meet once each three months, and oftener, if necessary. It shall elect from its own number a president and secretary. It shall also elect a treasurer, who may or may not be a member of said board. The said officers shall hold their positions during the pleasure of the board. The said treasurer shall give his bond to the people of the State, with two or more sufficient sureties, to be approved by said board and by the Governor, in the penal sum of at least ten thousand dollars, or in such larger amount as said board may require, conditioned for the faithful performance of the duties required of him by law, and to account for and pay over, as required by law, all moneys received by him as such treasurer. The said board shall establish a system of government for said school, including all necessary regulations for the good order thereof, and for the maintenance, health, instruction, and moral training of the children in said school; for placing them in family homes, and for their supervision there while they remain the wards of said board. The said board shall appoint a superintendent, matron, cottage managers, teachers, and such other officers and employes as shall be necessary, who shall severally hold their offices during the pleasure of said board; and said board shall prescribe their duties and fix their salaries, subject to the approval of the Governor.

SEC. 3. Whenever the superintendents of the poor of any county shall find in their county any child over two and under twelve years of age who in their opinion is dependent on the public for support, and is sound in mind and body, they shall file a petition in the probate court of their county, signed by at least two of their number,

wherein they shall state that in their opinion the child named is dependent on the public for support, is between two and twelve years of age, is sound in mind and body, and has no parents against whom its support can be enforced as provided by law. They shall also therein give the names, residence and occupation of the parents, or either, so far as they are able, whether either is dead or has abandoned the child; requesting therein an examination and determination by said court as to such alleged dependence and should the child be found by said court to be dependent on the public for support, that an order be entered sending it to the State Public School. That upon the filing of such petition, if it shall appear therein that one or both of said parents reside in said county, the judge of said court shall issue a citation fixing the time and place for the hearing of such petition, which shall be served on one or both of said parents, if either can be found in said county, not less than two days before the time fixed for said hearing, requiring them to appear on said day and hour, and show cause, if any, why said child should not be declared by said court to be dependent on the public for support and sent to the State Public School. That in case it shall appear by such petition that neither of said parents are living or do not reside in said county, or in case one or both of said parents shall endorse on said petition a request that the child be sent to said school as requested therein, then the citation herein provided for need not be issued, and the court may thereupon proceed to the examination herein provided for. It shall be the duty of the officer receiving such citation to use due diligence to find and serve the same on said parents. In case one or both of the parents of the child appear in court, it shall be the duty of the judge of probate to explain to the one so appearing the effect of an order of the court on their parental rights, sending their child to the State Public School, and if one or both of said parents shall indorse the petition, as herein provided, such endorsement shall contain a clause stating that the judge of probate has fully explained to them that if their child is sent to the State Public School they will thereafter have no rights over or to the custody, services, or earnings of said child, as provided in section five of this act.

SEC. 4. That on such examination the child shall be brought before said court by said superintendents of the poor; whereupon it shall be the duty of said judge to investigate the facts and ascertain whether said child is dependent on the public for support its residence, and as far as possible, the whereabouts of the parents, when and how long the child has been maintained in whole or in part by public or private charity, the occupation of the parents, if living, whether they are supported by the public or have abandoned the child, and to ascertain, as far as possible, if the child is found dependent, the causes thereof. The said judge is authorized to compel the attendance of witnesses on such examination, and it shall be the duty of the prosecuting attorney of the county, when requested by said judge, to appear in any such examination in behalf of the petition. Any friend of said child may appear in said court in its behalf, and the said judge may, in his discretion, request the supervisor of any township or ward to appear in behalf of the child, yet it shall not be necessary to issue any citation or other notice to other than the parents or guardians. The record of the proceedings shall show who, if any one, appeared in behalf of the child on such examination, and in the case of the appearance in the court of one or both said parents or guardians, that said judge made the explanation to them as provided in section three of this act.

SEC. 5. That if on such examination the said judge shall find that the said child is dependent on the public for support, is over two and under twelve years of age, and is sound in mind and body, he shall enter such finding by a proper order in the journal of the probate court in his office certifying that the child is dependent on the public for support and is entitled to admission to the State Public School at Coldwater, ordering that it be taken to said school by the superintendents of the poor or by the agent of the Board of Corrections and Charities of the county from which the child is sent, and admitted therein, and shall deliver to the said superintendents of the poor or said agent a certified copy of such order, which shall contain besides said findings, a statement of the facts that are herein required to be inquired into, so far as they have been ascertained; and that said superintendents of the poor or said agent shall deliver such copy with said child, at said school to the superintendent thereof, as soon as practicable after the making of such order. That upon entering such order the parents of said child shall be released from all parental duties toward and responsibility for such child, and shall thereafter have no rights over or to the custody, services or earnings of such child, except in cases where said board may, as herein provided, restore the child to its parents.

SEC. 6. The object of this act is to provide a temporary home for dependent children in said school, where they shall be retained only until they can be placed in family homes. The said board is hereby made the legal guardian of all children who shall be found dependent on the public for support as provided in this act and admitted into

said school, which guardianship shall continue during the minority of the child, except in those cases where the guardianship shall cease as provided in this act. It shall be the duty of said board of control to use special diligence in providing such suitable homes for such children as shall be approved, as herein provided, and to place them therein on a written contract to remain until they are twenty-one years of age, or in the discretion of said board until they are eighteen years of age. Such contract shall provide for their education in the public schools where they reside, for teaching them some useful occupation, for kind and proper treatment as members of the family where placed, and for the payment on the termination of such contract to said board for such children such sum of money as may be provided for in said contract: *Provided, however,* That in the discretion of said board, in the case of children not on indenture and over sixteen years of age, such contract may provide only for wages to be paid to the child or to said board for the benefit of the child and for kind and proper treatment. Whenever any ward of said board, who is not indentured, and is over sixteen years of age, has become self-supporting the said board may so declare by resolution and thereupon said guardianship shall cease and the child shall thereafter be entitled to its own earnings. Whenever one or both of the parents of any ward of said board who is not indentured, have become able to support and educate it, the child may by resolution of said board be restored to its parents; in which case the suitability of the home shall be certified in the same manner as herein required for placing children on indentures; and thereupon the guardianship of said board shall cease.

Sec. 7. The State Public School shall receive all children committed to it pursuant to this act, and it shall be unlawful for the superintendents of the poor to retain and support in their county any child admissible by law to said institution. The expense of transportation of children to said school, pursuant to law, and that of returning them to their counties after their admission by said board as improper inmates of said school, shall be audited by the board of State auditors and paid from the general fund. This act shall, in all respects apply to children under two years of age who are sound in mind and body and who shall be declared to be dependent on the public for support, as provided in this act: *Provided,* That the superintendent of said school, being authorized by resolution of said board, shall endorse on the petition of the superintendents of the poor herein provided for his certificate showing that there is room in the institution for the admission of the child and that provision has been made for support while therein. In those counties in which the distinction between township and county poor is maintained, it shall be the duty of the superintendents of the poor of such counties on the written request of the supervisor of any such township, to act for such township in securing the admission of dependent children to said school and in all respects as though such children were supported by the county.

Sec. 8. There shall be received into said school those children who have been declared dependent on the public for support as herein provided, and they shall be retained therein until they are sixteen years of age, unless they shall before that time be sent out as herein provided. While in said school they shall be maintained and educated in the branches usually taught in the common schools. They shall have proper moral and physical training and shall be taught how to labor so far as their age and condition will reasonably permit. The said board is authorized to return to the counties from which they were sent the following classes of children:

First, Those who have become sixteen years of age and who for any reason cannot be placed in or retained in family homes;

Second, Those who by reason of vicious habits or incorrigibility cannot be placed in or retained in family homes;

Third, Those who in the opinion of said board, based on the certificate of the physician of said school, are of unsound mind or body, or who have some serious physical disability which prevents their being placed in family homes. Whenever any child shall be ordered by said board to be returned to its county as herein provided the guardianship of said board shall cease, and the child shall thereupon again become a charge on the county from which it was sent, and the superintendent of said school in returning any child to its county shall report in writing to the superintendent of the poor of the proper county, the action of said board and the reasons therefor.

Sec. 9. That whenever on the examination provided for in this act the judge of probate shall determine that the child is dependent on the public for support, he shall cause it to be examined by the county physician, if there be one, and if not, then by a respectable practicing physician, and shall in no case enter the order in his journal, showing the child is admissible to this school, unless the physician making such examination shall certify in writing, under oath, filed in said court that the child examined by him is, in his opinion, of sound mind, and has no chronic or contagious disease, and in his opinion has not been exposed to any contagious disease within fifteen days

previous to such examination before the judge of probate; that a copy of such certificate shall be attached to the other papers required by this act, to accompany each child to this school.

SEC. 10. That the superintendent, agent or board of control of the State Public School is hereby authorized to consent to the adoption of any child who has or shall become an inmate of said institution, by any person or persons pursuant to the provisions of law for the adoption and change of name of minors and of making them heirs at law of the person or persons so adopting them, with the consent of the county agent of the State Board of Corrections and Charities for the county wherein the person adopting such child resides.

SEC. 11. The said board of control is authorized to designate some officer, teacher, or other employé connected with said school to be the agent thereof, who shall be known as the agent of the State Public School, and who shall act in that capacity during the pleasure of said board. That his duties as such agent shall be prescribed by said board, and shall include visiting, at such time as the board shall direct, the wards of said board which have been placed in families, and reporting to said board the condition of such children and any failure to comply with the terms of the indenture contracts; and that it shall also be his duty to find suitable homes for the children of this school, to investigate applications for such children, and to enter into contracts, in writing on behalf of said board, with persons taking such children; such contracts to contain a clause reserving to said board the right to cancel the same when, in the opinion of said board, the interest of the child requires it, and may also contain a clause authorizing the person taking the child to cancel the same any time within sixty days from the date of the contract, on returning said child to said school free of all expenses; that the authority herein given said agent is also hereby conferred upon the superintendent of said school, except as to the approval of homes; that the salary and necessary traveling expenses of said agent shall be first examined and allowed by said board, and shall then be audited by the board of State auditors and paid from the general fund.

SEC. 12. The said board of control shall biennially report to the Governor, legislature and Superintendent of Public Instruction, presenting a detailed statement of the operations of said institution for the two fiscal years preceding the regular session of the legislature, which shall include the report of the treasurer of said board of control of all receipts and disbursements in his office for the same period, and the report of the superintendent for the same period, setting forth the condition of the said school, the names of regular employés and the salary of each, the number of children who have received instruction, the average number during each year in the school, the discipline prescribed, the studies pursued, the books used, the expense per capita for average attendance, the expense per capita, estimating therein the expenses additional for those indentured, and such other information as he may deem important, or the Governor or Superintendent of Public Instruction may request: *Provided*, That in any report of any officer of the State Public School, or of any agent of the Board of Corrections and Charities, or of any State officer who is required by law to publish any report of any public institution, no names of such children, wards of the State Public School, shall be published. The members of said board of control shall be allowed the expenses necessarily incurred by them in the discharge of their official duties, which shall be audited by the board of State auditors and paid from the general fund. The said school is hereby exempted from the provisions of act number sixteen of the year eighteen hundred eighty-one.

SEC. 13. It shall be the duty of said board to obtain information as often as practicable from all the children placed in families from this school, and to secure so far as possible the education and good treatment of such children, and the full performance of indenture contracts. It shall be the duty of said board to procure written reports from such children at least once in each six months one of which shall be from the person to whom the child is indentured, and the other from the agent of said school or from the agent of the Board of Corrections and Charities for the county where the child resides, the superintendent of said school to notify the officer he desires to visit the child and make the report. If it shall appear to said board by such report, or from any other source, that the child visited is neglected or ill-treated, or is not being educated by the person with whom it is placed, or that the person having such child is unfit to have the care thereof, the said board or the superintendent of said school, who may be authorized so to do by said board, shall cancel the contract and cause the child to be returned to said school or removed directly into some other home, and notice thereof shall be given the county agent of the county. Whenever said county agent shall remove a child from a home, as aforesaid, he may place it in another approved home in his county before the filing of his approval at the said school and shall then forward his written approval of the home to said school as soon as the child is so placed.

SEC. 14. Any person desiring to take a child from said school by indenture or adoption shall apply for that purpose in writing, in such form as said board shall prescribe, to the superintendent or agent of said school, or to the agent of the Board of Corrections and Charities of the county where the applicant resides. That either of said officers who shall receive such application, other than said superintendent, shall investigate the same, and report in writing to the superintendent in such form as said board shall prescribe, the facts ascertained, and whether, in his opinion, the applicant is a proper person to have the care and education of the child, and no child of said school shall be taken from said school to be placed in a home on trial or by indenture or adoption, unless the same shall be approved by the agent of said school, or by the agent of the Board of Corrections and Charities of the county where the applicant resides. It shall be the duty of the agent of said school or of the agents of the State Board of Corrections and Charities in their respective counties, to visit the children of said school in families on indenture, at such times as they may be requested so to do by the superintendent of said school, and shall then inquire into the management, condition and treatment of such children, and shall, as soon as practicable, report to the superintendent of said school the facts ascertained, showing whether the indenture contracts are being faithfully executed; and whenever it shall come to the knowledge of any such officer, so authorized to make such visits, that any child of this school in a family, on trial or on indenture, is being ill-treated, he shall immediately investigate the case and report the facts as aforesaid.

SEC. 15. It shall be the duty of said board to preserve in said institution all legal papers, reports and other valuable papers relating to each child, and shall provide and keep suitable record books in which shall be entered during the time of the guardianship of said board, a brief history of each child, showing its name, age, county, residence, when received, indentured or adopted; the names, residence, occupation, habits and character of the parents so far as can be ascertained, and the name, residence and occupation of the person who has taken the child by indenture or adoption.

SEC. 16. All acts or parts of acts inconsistent or controvening the provisions of this act are hereby repealed.

AN ACT establishing a state agency for the care of juvenile offenders.

[Session Laws of 1873, as amended by act No. 87, Session Laws of 1875, as amended by act No. 166, Session Laws of 1885, as amended by act 177 and 295, Session Laws of 1887, as amended by act 187, Session Laws of 1889.]

SECTION 1. *The People of the State of Michigan enact,* That the Governor may appoint, in each county in this State, an agent of the State Board of Corrections and Charities for the care of juvenile offenders and dependent children, who shall hold his office during the pleasure of the Governor, and who shall be known as the county agent for the county for which he is appointed. Before entering upon the duties of his office, and within thirty days after receiving notice of his appointment, the said agent shall take and file with the county clerk of the county for which he was appointed, the oath of office prescribed by the constitution of this State; and upon such qualification it shall be the duty of the county clerk to immediately transmit notice thereof to the circuit judge, each justice of the peace and all other magistrates of the county having competent jurisdiction for the trial of juvenile offenders, and also to the superintendents of State institutions which place children in families by contract, indenture, or adoption. Said agent shall receive as compensation for his services under this act, his necessary official expenses, together with the sum of three dollars in full, for his services in each case investigated, or visited, and reported on as hereinafter provided, but not exceeding three dollars for any one day's services, which shall be audited by the board of State auditors, and paid from the general fund; and when such services and expenses relate to the indenture, adoption, or visiting of the children placed in families by any State institution, the account therefor shall be certified by the superintendent of the institution to which the children belong: *Provided,* That the sum so allowed for the services of said agent in any county except the counties of Wayne, Kent, Saginaw, Bay and Ingham, shall not, in any one year, exceed the sum of one hundred dollars, and that in the counties of Wayne, Kent, Saginaw, Bay and Ingham, the sum so allowed for such services shall not, in any one year, exceed the sum of two hundred dollars.

SEC. 3. Said agent shall visit all children resident in the county for which he is appointed which shall have been indentured to any person therein by any State institution, whenever he shall be so requested to do by the superintendent of the institution which placed such children in said county, and shall inquire into the management,

condition and treatment of such children, and for that purpose may have private interviews with such children at any time; and if it shall come to the knowledge of such agent when making such visits, or at any other time, that any child thus placed in charge of any person as aforesaid is neglected, abused, or improperly treated by the person having such child in charge, or that such person is unfit to have the care thereof, he shall report the facts to the superintendent of the State institution by which the child was so indentured, and the board of such institution, or the superintendent thereof who may be so authorized to do by said board on being satisfied that the interest of the child requires it, shall cancel the indenture by which the child was placed in the family, and shall remove it to some other family home or directly to the State institution from which it was indentured. All indentures by which any child shall be placed in a home from any State institution shall reserve the right in the board making the indenture to cancel the same whenever, in the opinion of that board, the interests of the child require it. Whenever any indenture is canceled as herein provided, or whenever any child indentured from any State institution has been adopted, notice thereof shall be given to said agent of the county where the child was indentured by the superintendent of the State institution from which the child was indentured or adopted.

Sec. 4. No child shall be indentured, adopted, or otherwise placed in charge of any person by any State institution during minority, or for any other period, unless the applicant for any child shall be first approved in writing by said agent for the county where the applicant resides, or by the State agent of the State institution to which the child belongs, in such form as may be prescribed by the board of such State institution. Such approval shall be filed with the superintendent of the State institution to which the application is made before the child shall be indentured or adopted.

Sec. 5. It shall be the duty of said agents, in their respective counties, to seek out suitable persons who are willing to take by indenture or adoption, and take charge of, educate and maintain children arrested for offenses, committed to any State institution, or abandoned, neglected, or dependent children in charge of any State institution, or its officers, and to give notice where such children may be so placed, to the board, officers or superintendent having authority to dispose of such children by indenture or adoption. And said agents shall make regular or special reports of their doings under this act, to the superintendent of any State institution when so requested by him, in reference to applications for, or visiting any child belonging to the State institution of which he has charge. Said agents shall also report as aforesaid their doings under this act to the State Board of Corrections and Charities whenever so requested by said board.

Sec. 6. It shall be the duty of the superintendent of the Reform School, and the principal officers of any State institution for the care or reformation of juvenile offenders now or hereafter to be established, upon the discharge of any boy or girl received therein, forthwith to notify the agent of the Board of Corrections and Charities, residing in the county from which such child was sent, of such discharge; or if the boy or girl so discharged shall return to such county the agent shall, as far as possible assist him or her in procuring suitable employment and a good home, free from immoral and evil influences. Said agent shall also keep a brief history of each child within his county discharged as aforesaid, in a manner and form to be prescribed by the board of which he is agent, and report the same from time to time to said board as it may require, to the end that the effect of the treatment and discipline of the several institutions of the State for the care and reformation of juvenile delinquents, upon their discharge therefrom, may be better known and understood.

Sec. 7. This act shall not apply to any county of the State in which no agent shall be appointed by the Governor under and by virtue of the provisions hereof.

AN ACT to provide for the protection of children.

[Act 260 Session Laws 1881; as amended by act 192, Session Laws 1887; as amended by acts 153 and 180, Session Laws 1889; as amended by act 33, Session Laws 1895.]

Sec. 4. That on and after January first, eighteen hundred and eighty-two, it shall not be lawful to place or maintain in any county poor-house any child who by law is admissible to the State Public School. That whenever after that date, there shall be in any county poor house, any such children who cannot be received in said school for the reason there shall be then no room for them, it shall be the duty of the superintendents of the poor of such county, to place and maintain such children, at the expense of such county, in some suitable family or charitable institution until they can

be received in said school: *Provided*, That nothing in this act shall prevent any county from maintaining and educating such children in a building separate from the county poor-house, devoted to the sole use of children of sound mind and body, and cared for by other than pauper labor: *And provided further*, That no child under the age of two years shall be separated from its mother, if such mother shall be an inmate of such county house: *And provided further*, That no child under the age of four years shall be separated from the mother, if such mother shall be an inmate of such county house, without the consent of the mother.

SEC. 7. That any person desiring to have a minor child apprenticed, bound out, indentured, given away or otherwise disposed of to him or her by the persons or officers herein authorized to dispose of such child, by either of the methods stated, may apply in writing to the county agent of the State Board of Corrections and Charities, or to a superintendent of the poor of the county where the applicant resides, requesting him to examine and report in writing on the suitability of the home of said applicant for the child, and thereupon it shall be the duty of such agent or superintendent to make such examination and report; and in no case shall any such child be apprenticed, bound out, indentured, given away, or otherwise disposed of, to any such applicant unless such certificate shall show that the applicant is a person of good moral character, that he is able to support and educate the child, and that his or her home is a suitable one for the child. That such application and certificate shall be filed in the probate court of said county on the payment by said applicant to said agent or superintendent the sum of three dollars for his services under this act.

SEC. 8. That on filing said application and certificate a contract in writing shall be entered into by and between said applicant and the person authorized to dispose of the child, in which the latter shall agree that said child may remain with said applicant until it is eighteen or twenty-one years of age, as may be agreed on by the contracting parties; that said applicant shall support said child, and treat him or her as a member of his family; that he will keep him or her in school at least four months in each year; that he will teach him or her some useful trade or occupation; and that should said agent or superintendent at any time deem the interest of the child requires it, he may, with the approval of the judge of probate of the proper county, cancel said contract, assume possession of the child, and reindenture him or her in the manner herein provided.

SEC. 9. It shall be unlawful for any person to indenture, apprentice, bind out or otherwise dispose of any minor child to any person, except by the following methods:

First, Under this act by the parents residing in this State, and if either be dead, or of legal incapacity, or has abandoned the child, then by the other; and in case there is no father or mother resident of this State of legal capacity, who has not abandoned the child, then by a guardian of the child, resident of this State, duly appointed under the laws thereof;

Second, In accordance with act number one hundred and twenty-six of the public acts of eighteen hundred and eighty-three, being chapter two hundred and forty-one of Howell's Annotated Statutes;

Third, By [the] officers of State institutions authorized by law to place children in families by indenture or otherwise;

Fourth, By the officers of asylums for children incorporated under the laws of this State, and authorized to place children in families by indenture or otherwise.

Fifth, In accordance with act number one hundred and forty-four of the public acts of eighteen hundred and eighty-seven, entitled "An act to provide for the adoption and change of name of minors, and for making them heirs at law of the person or persons adopting them."

And in no case shall any child be indentured, apprenticed, bound out, adopted, or otherwise disposed of by any of the methods named herein, or under any law of this State except on the approval of the person taking the child, and on indenture as provided in this act. Any person having the custody, care or control of any minor child who shall indenture, apprentice, bind out, give away, have adopted, or otherwise dispose of such child to any person, and any person who shall take such child indentured, apprenticed, bound out, given away, adopted or otherwise disposed of to him or her, except in the manner herein named, shall be deemed guilty of a misdemeanor.

SEC. 10. Any person, society or asylum engaged in indenturing or placing in homes any child or children brought from any other State for the purpose of placing in homes by indenture or otherwise, shall, before placing such child or children in any home, file with the judge of probate of the county in which such child, or children, is to be placed, a bond with two or more sureties, one of which sureties shall reside in the county where such indenture is made and both of whom shall be residents of this State, in the sum of one thousand dollars for each child so placed, to be approved by the

probate judge of said county, which bond shall be conditioned that the child for which it is given shall not become a town, county or State charge, before it shall have reached the age of twenty-one years. When it shall come to the knowledge of the judge of probate of any county that a child from another State indentured, or placed in a home under the provisions of this act, has been neglected and become a public charge, he shall at once investigate such matter, and if satisfied that such child is a public charge, he shall declare the bond forfeited and proceed to collect the same as provided by law for the collection of forfeited bonds. The judge of probate shall order the money so collected to be paid to the township or county having to support said child; or if it has become a State charge, he shall order it paid to the State Treasurer, and when so paid it shall be placed in the general fund. Any person or officer of any asylum or institution herein described, having the care, custody or control of any minor child, who shall indenture, apprentice, have adopted or otherwise dispose of such child, and any person who shall take such child indentured, apprenticed, adopted or otherwise disposed of, to him or her, except in the manner herein provided, shall be deemed guilty of a misdemeanor. All acts or parts of acts inconsistent with the provisions of this act are hereby repealed.

SEC. 11. Every child under sixteen years of age who is ill-treated, within the meaning of this act, by his father, mother or guardian, is hereby declared to be under the protection of public authority and may be removed from such parent or guardian as herein provided.

SEC. 12. An ill-treated child is hereby declared to be:

First, One whose father, mother or guardian shall habitually violate or permit such child to violate the provisions of sections one, two, five and six of this act;

Second, One whose father, mother or guardian habitually causes or permits the health of such child to be injured or his life to be endangered by exposure, want, or other injury to his person, or causes or permits him to engage in any occupation that will be likely to endanger his health, or life, or deprave his morals;

Third, One whose father, mother or guardian in an habitual drunkard, or a person of notorious and scandalous conduct, or a reputed thief or a prostitute or one who habitually permits him to frequent public places for the purpose of begging or receiving alms, or to frequent the company of or consort with reputed thieves or prostitutes, with or without such father, mother or guardian, or by any other act, example or by vicious training depraves the morals of such child.

SEC. 13. Upon complaint made to the judge of probate of the proper county that any child has been ill-treated in either manner stated in this act he shall examine the complainant on oath and shall reduce the complaint to writing and cause the same to be subscribed by the complainant, and if it shall appear that such offense has been committed, the judge of probate shall issue a writ reciting the substance of the complaint and require the officer to whom it is directed to forthwith bring the child so alleged to have been ill-treated and the parent or guardian charged with such ill-treatment before such judge of probate, to be dealt with according to law; and in the same writ he may require the officer to summon such witnesses as shall be named therein to appear and give evidence on trial.

SEC. 14. That on the return of such writ the said child and the accused, the judge of probate shall proceed to hear and determine the cause. If it shall appear by the returns of the officer that the accused cannot be found in the county, the hearing shall proceed without him. If the child shall be without counsel, it shall be the duty of the prosecuting attorney, on the request of the judge of probate, to appear in his behalf. If the accused or counsel for the child shall so request, the judge of probate shall order a jury to be summoned to find the facts in the case, and the judge of probate may in his discretion order a jury on his own motion. The jury so ordered shall be a jury of six persons and shall be summoned and empaneled in accordance with the law relating to juries in courts held by justices of the peace. If on the hearing the judge of probate shall find, or the verdict of the jury shall determine, that the allegations in the complaint are true, the judge of probate shall make and enter an order that the accused has forfeited his right to the custody of the child during minority and that the child be disposed of, in the discretion of the judge of probate, by one of the following methods:

First, By the appointment of a respectable and suitable person of sufficient means as guardian of the custody and education of the child, who shall not be required to give bonds as such guardian, unless it shall appear that such child has personal or real property, who shall execute a written agreement in form approved by said judge of probate, and filed in said court, which shall provide for the treatment of the child as a member of the family, and for his proper support and education in the public schools. On complaint thereafter made to the judge of probate that said guardian does not faith-

fully execute the terms of said contract, the said judge of probate shall cite said guardian to appear before him, and if it is then found that the allegations in the complaint are true, the said judge of probate may cancel the contract and make a new order for the disposition of the child as herein provided;

Second, By sending such child, if over two and under twelve years of age, and sound in mind and body, to the State Public School at Coldwater, to be there received and to be subject to such disposition as the laws regulating that institution provide;

Third, By delivering such child to the superintendents of the poor, if he is under two or over twelve years of age, or is not sound in mind and body, to be by them indentured to some suitable person, according to the provisions of sections eight and nine of this act, or to provide for him by the county as for other poor persons.

SEC. 15 In all suits or proceedings in chancery and in all *habeas corpus* proceedings where the custody of any child under sixteen years of age is in controversy, if the court or judge shall be satisfied from the evidence that either party to such proceedings would ill-treat such child, within the meaning of this act, if placed in his custody, or otherwise would be unsuitable to have such custody, the said judge or court may order that the other party to such proceeding shall have the custody of such child during minority, if it shall appear to the satisfaction of such judge or court that such other party would be a suitable one to have such custody and would not ill-treat such child within the meaning of this act. And if it shall appear to the satisfaction of the judge or court that neither party to such proceedings is a suitable one to have such custody, the judge or court shall order that the parties to such proceedings have forfeited any rights that they may have had to the custody of said child, during minority, and the custody of such child during minority shall, in the discretion of such judge or court be disposed of by such judge or court by either of the methods provided in section fourteen of this act. The contract when made and approved by said judge or court shall be filed in the probate court, and the judge of probate of the probate court where the contract is filed, shall have the same authority to cancel such contract and dispose of the child again as provided in said section fourteen as in other cases: *Provided*, That in all cases arising under the provisions of this act appeal shall be allowed as in other cases triable before said court.

AN ACT to provide a penalty for cruelty to children.

[Act 156, Session Laws, 1893.]

SECTION 1. *The People of the State of Michigan enact*, That any parent or guardian, or person under whose protection any child may be, who tortures, cruelly or unlawfully punishes, or willfully, unlawfully, or negligently deprives of necessary food, clothing or shelter, or who willfully abandons a child under sixteen years of age, or who habitually causes or permits the health of such child to be injured or his life endangered by exposure, want or other injury to his person, or causes or permits him to engage in any occupation that will be likely to endanger his health or deprave his morals, or who habitually permits him to frequent public places for the purpose of begging or receiving alms, or to frequent the company of or consort with reputed thieves or prostitutes or by vicious training depraves the morals of such child, shall be punished by a fine of not less than five dollars nor more than fifty dollars or imprisonment in the common jail of the proper county not less than ten nor more than ninety days, or both, in the discretion of the court. When complaint is made on oath or affirmation to a magistrate or court having jurisdiction in such case that the complainant believes that any of the provisions of law relating to or affecting children are being, or are about to be violated in any particular building or place, such magistrate or court being satisfied that there is reasonable ground for such belief, shall issue a warrant directed to the proper sheriff, constable, police officer or agent of such association, authorizing him to enter and search such building or place, and to arrest any person there present violating or attempting to violate any such law, and to bring such person before some court or magistrate of competent jurisdiction, together with the child or children concerning whom such offense has been committed, to be dealt with according to the law; and such attempt shall be held to be a violation of such law, and shall subject the person charged therewith if found guilty to the penalties provided for such violation.

AN ACT to provide for the medical and surgical treatment of dependent children at the hospital of the Michigan university.

[Act No. 188, Sessions Laws of 1881.]

SECTION 1. *The People of the State of Michigan enact*, That any dependent children who are or who shall hereafter be inmates of the State Public School at Coldwater, and those who are not inmates of said institution, but who, if not affected by disease or requiring surgical treatment, would be entitled by the laws of this State to admission to said institution, who may be suffering from chronic disease, or who may need surgical treatment for any cause which is calculated to disable them in whole or in part from self-support, shall be entitled to and shall receive medical and surgical treatment, or either, together with board, lodging, nursing, and other proper care, free of charge, at the hospital established in connection with the Michigan University at Ann Arbor, under the general rules and regulations thereof.

SEC. 2. The admissibility of applicants under this act for such gratuitous treatment, if not inmates of said State Public School, shall be determined and certified in the same manner as their admissibility is now determined and certified to the said State Public School; and in case of dependent children who are or who may be inmates of the said State Public School, it shall be determined and certified by the superintendent thereof.

SEC. 3. The expenses of conveying said dependent children, whether inmates of the State Public School or the other class herein named, to and from said hospital, and their board and nursing and other care in said hospital, shall be paid out of the appropriation provided by this act: *Provided*, That such transportation expenses shall not include the expenses or services of any person accompanying the child to and from said hospital.

SEC. 4. Before any such dependent child shall be sent to such hospital for treatment, a description of the case by the physician of said institution, with his opinion thereon, or if the child is not an inmate of said institution, then a description of the case by the county physician, where there is one, and if there is no such county physician, a description of the case by some practicing physician with his opinion thereon, shall be sent to the physician in charge of said hospital: *Provided*, That no such dependent child shall be sent to or received into said hospital unless in the judgment of the physician in charge thereof, there is a reasonable chance for him to be benefited by the proposed medical or surgical treatment.

SEC. 5. No physician, surgeon or employé connected with said hospital shall receive any extra compensation by reason of aiding in the medical or surgical treatment, or the board, nursing or other care of said children.

SEC. 6. The actual expenses for the transporting of dependent children to and from said hospital, as provided in this act, and the board, nursing, and other care for said children while in said hospital, not exceeding the amount charged other children, patients in said hospital, shall be audited by the board of State auditors, and paid out of any money in the State treasury not otherwise appropriated. The treasurer of the board of control of the State Public School shall present all accounts for the transportation of children to and from said institution and said hospital, and shall receive payment thereon; the county treasurer of the proper county shall present such accounts and receive payment thereon for children sent from such county; and the treasurer of said university shall present the accounts for the board and nursing of said children, and shall receive pay thereon; all which accounts shall be verified as required by said board of State auditors.

[No. 161.]

AN ACT to authorize the formation of corporations for the prevention of cruelty to children.

SECTION 1. *The People of the State of Michigan enact*, That any number of persons, not less than ten, may become a body corporate for the purpose of the protection, and prevention and punishment of cruelty to children. Such corporation shall be formed by the persons associated for that purpose, executing under their hands and acknowledging before some person authorized to take acknowledgments of deeds, articles of association, which shall contain,

First, The proposed corporate name of the association;

Second, The place where the principal office of the association will be located;

Third, The period for which the association shall continue;

Fourth, The object of the association;

Fifth, The names of the person so associating and their respective places of residence;

Sixth, The number of directors and regular officers;

Seventh, The terms and conditions of membership both active and honorary.

A copy of such articles of association so executed and acknowledged, and verified by the affidavit of one of the persons who executed the original, shall be filed and recorded in the office of the Secretary of the State, and thereafter the persons so executing such articles and those who may afterwards become associated with them, shall become and be a body politic and corporate for the purposes in such articles mentioned. The affairs of such corporation shall be managed by a board of directors to be chosen in the first instance by the persons who have executed the articles of association, and thenceforth annually by the members of the association. The president, secretary and treasurer of the association shall be chosen by the board of directors, and the president shall be *ex officio* a member of the board. The board of directors shall have power to make by-laws prescribing the terms and conditions of membership of the association, and also with respect to all other matters relating to the association and its business not inconsistent with the provisions of this act. A majority of the members of the board shall constitute a quorum for the transaction of all business. Any corporation organized under this act shall have power to take, hold and convey real and personal property necessary for the general purposes of the association, and not exceeding ten thousand dollars in the aggregate. Such corporation shall, whenever required by the Auditor General, make and file with that officer a report giving a full statement of its affairs, showing the amount of money and the property, its character and value received by it, from whom such money and property have been received, and also the disposition made thereof, together with an itemized statement of all money expended by it and for what purposes. The object of any association organized under this act shall be the inculcation of humane principles and to secure the enforcement of legislative laws and those to be hereafter enacted for the purpose hereinbefore stated with respect to children. All property acquired by gift, devise or bequest for special purposes shall be vested in a board of trustees consisting of three members elected by the association, which board shall manage said property and apply the same in accordance with the terms of the gift, devise or bequest, with power to sell the same and reinvest the proceeds for a like special purpose. The association created under this act may appoint one or more agents in any county when and as long as there is no like association, and may appoint agents at large to prosecute its work throughout the State, who are hereby authorized to arrest any person found violating any law for the protection of or prevention of cruelty to children, and are hereby required to further prosecute such offender for any such offense in the manner prescribed by law; but such agents are not authorized to make arrests within any city under police jurisdiction unless duly authorized by the police authorities thereof. It shall be the duty of the sheriff of such county to appoint as deputy sheriff, each person so designated agent, but the said sheriff shall not be responsible for the acts of such person, and his powers and duties shall be confined to the purposes of his appointment as agent, if he be a person of good moral character. It is hereby made the duty of all sheriffs, constables, policemen and public officers to assist any agent in the lawful execution of his office, and to arrest and prosecute all persons guilty of offenses in relation to children of which they have knowledge, and for neglect of such duty the offender so offending shall be deemed guilty of a misdemeanor; and any person knowingly and willfully resisting or obstructing any such officer or agent shall be prosecuted as for resisting an officer in the performance of his duty.

This act is ordered to take immediate effect.

Approved May 31, 1893.

REPORT

OF THE

BOARD OF CONTROL

OF THE

Michigan Home for the Feeble Minded and Epileptic

AT LAPEER

FOR THE BIENNIAL PERIOD ENDING JUNE 30, 1896

BY AUTHORITY

BOARD OF CONTROL.

LOREN A. SHERMAN, PORT HURON,	.	-	.	.	-	<i>President</i>
GEO. R. GOLD, FLINT,	-	-	.	-	-	<i>Secretary</i>
JOHN HEVENER, LAPEER,	.	-	-	.	-	<i>Treasurer</i>

REPORT OF THE BOARD OF CONTROL

JUNE 30, 1896.

To the HON. JOHN T. RICH, Governor of Michigan:

The undersigned board of control of the Michigan Home for the Feeble Minded and Epileptic, submit herewith their report for the period extending from August 1, 1895, when the institution was opened according to executive proclamation, to and including June 30, 1896.

While it was not possible for the board of building commissioners, with the limited appropriations made by the legislature, to construct and furnish buildings adequate to accommodate all the different classes of unfortunates which the law contemplates shall be eventually cared for in the Home, we think the best possible result was accomplished for the money expended. Up to the present time we have not found it practicable to receive or care for in the institution any epileptic persons, and we have also found it necessary to exclude generally low grade feeble minded persons. The Superintendent's report, appended hereto, gives details of the work we have been able to accomplish with the facilities at our command.

The educational work of the institution has been carried forward very satisfactorily although under some disadvantages. The school rooms now occupied are located in the cottages. While it is probable that a portion of the school work may always be carried on to advantage in cottages which are devoted mainly to living rooms and dormitories, it is desirable that at the earliest possible date a special school building should be built for the higher grades.

The two cottages already constructed have been located and built with reference to a general plan intended to include eventually quarters for from 800 to 1,000 feeble minded persons and as many epileptics. This plan contemplates a central building to be located some 75 feet in front of the line established for the flanking cottages. In this building the offices of the institution should be located, and its officers should have their living and sleeping rooms. It is also intended that the rear of this building, or an annex of the rear, shall be built and fitted up as an auditorium and assembly hall. Immediately back of this building the central dining room will be located, the building already erected for that purpose constituting a part of it. In the rear of this building is the boiler house, intended to be flanked on either side by the laundry building and general hospital. The entire group, if completed eventually according to the original plans, will

be in the form of a quadrilateral, the dining hall occupying its center. The buildings for the accommodation of epileptic persons will be grouped by themselves, at the north and south ends of the general group, one of these groups will be occupied by females and the other by males. It is recommended by the managers of all epileptic institutions that the sexes be as widely separated as practicable.

The buildings already erected have been located and constructed with reference to the general plan above indicated, it is very desirable that this plan should not be deviated from, but that each additional building authorized by the legislature should be located in conformity thereto, although such location might appear inharmonious until the entire group has been completed.

The board of building commissioners, in locating the Home at Lapeer, secured options for the purchase of lands adjacent to those donated to the State by the citizens of Lapeer, to the total amount of over 500 acres. There is no difference of opinion among those having the management of institutions similar to this in other states, which have been established for many years, as to the desirability of securing at the outset a large amount of land. It is also very desirable that such land should be in a compact body. The options now held by the State name a maximum price of \$50 per acre, and expire Decemer 31, 1898. Should the next legislature adjourn without making an appropriation for the purchase of these lands, the State will thereafter be unable to acquire them, except at such prices as their owners might demand. It is possible, however, that we may be able to secure an extension of some of the options, and an effort will be made to do so, should the legislature fail to appropriate a sufficient sum to purchase the entire tract.

The Superintendent's report shows that more than 600 applications of persons qualified for admission to the Home under the law have been temporarily rejected on account of lack of accommodations. All of these persons are as much entitled to the care of the State as those already admitted. In view of this fact we feel that we should be warranted in recommending that sufficient appropriations be made at the next ensuing session of the legislature to provide accommodations for 1,000 persons in addition to those already admitted, as it is a moderate estimate that at least 400 more will apply before the necessary buildings for their accommodation can be completed. But realizing the heavy burden the taxpayers of the State are called upon to bear, and the desirability of economy and restricted appropriations, we have asked only for enough to accommodate half that number, and we have also omitted recommendations for some special buildings that we consider very desirable.

We have endeavored in the management of the institution thus far to restrict current expenses to the lowest possible limit. We believe there has been no waste and that the exceedingly onerous duties of officers, teachers, attendants and other employés are performed at the lowest possible rate of compensation that can reasonably be offered. Our recommendation for appropriations for current expenses during the ensuing two years are based upon anticipated like economical management.

Our observation and study of the classes of unfortunates the institution placed in our care is intended to provide for, have convinced us that the State of Michigan has undertaken very tardily an imperative duty, in carrying out modern ideas of public philanthropy. We are also convinced that the public opinion of the State has not yet been fully aroused to this

duty, or to the evils inflicted upon families and communities, where feeble minded and epileptic persons are not cared for in public institutions. Hundreds of homes in Michigan are rendered unhappy by the presence of such persons as members of families, where it is impossible to give them proper care, or develop either their mental or physical capacities and abilities. From reports which have reached us we judge that there is prejudice against the institution throughout the State, which is quite unjust, and arises from lack of general information upon the subject. This prejudice we hope may be removed in the early future through the work the institution may accomplish, and knowledge of that work which the people of the State may acquire.

It is a fact that feeble minded persons cannot acquire, easily, education in the common schools of the State. It follows therefore that if they are to be educated to any useful employment it cannot be in such schools. It is also a fact that most feeble minded persons can never be fitted by education or otherwise to care for themselves.

The law establishing the Michigan Home for the Feeble Minded and Epileptic is sufficiently broad to permit custodial care of feeble minded as well as epileptic persons. If the policy contemplated by the board of building commissioners and the present board of control is carried out by future boards, supported by the legislature, the Home may be finally made self supporting, or nearly so, so far as the care of adult custodials is concerned. Children and low grade feeble minded persons of adult age must of course be a burden upon the State.

In conclusion we desire to thank the Superintendent and other employes of the Home for the faithful performance of duties assigned to and devolving upon them, and their hearty coöperation in carrying out plans and measures adopted by the board.

Permit us also to express thanks to your excellency for the active interest you have manifested in the welfare of the institution, and the hearty coöperation you have always given in the work assigned to our care and direction.

The following appropriations are asked for the ensuing two years:
Special appropriations:

Six cottages @ \$15,000.....	\$90,000 00
Enlarging dining room and kitchen	18,000 00
Enlarging boiler room.....	1,000 00
Two new boilers, fixtures, etc.....	3,200 00
Industrial building.....	4,000 00
Laundry building.....	6,200 00
Laundry machinery.....	1,300 00
Hospital building.....	1,500 00
Heating apparatus for six cottages.....	3,600 00
Heating apparatus for industrial building.....	400 00
Furnishing administration cottage.....	2,500 00
Furnishing five cottages.....	10,000 00
Furnishing hospital building.....	500 00
Furnishing dining room and kitchen.....	1,000 00
Sewerage.....	1,000 00
Land, 160 acres.....	8,000 00

Total..... \$152,200 00

Needs as to current:

Salaries and wages.....	\$13,138 00
Food.....	9,500 00
Clothing	150 00
Laundry supplies, \$400; labor, \$600.....	1,000 00
Heating material, \$4,000; labor, \$600.....	4,600 00
Light.....	1,500 00
Medical supplies, \$600; teachers, special, \$100.....	700 00
Stationery, printing, etc.....	720 00
Amusement and instructions.....	700 00
Household.....	2,000 00
Furniture and bedding.....	1,800 00
Improvements and repairs	3,500 00
Tools and machinery.....	3,500 00
Farm, garden, stock and grounds.....	3,112 00
Freight and transportation.....	187 00
Miscellaneous expenses.....	700 00
Industrial training expenses	4,950 00
	<hr/>
	\$51,757 00
Less estimated earnings	1,907 00
	<hr/>
Net total.....	\$49,850 00

Very respectfully,

LOREN A. SHERMAN, PRES.,

GEO. R. GOLD, SEC.,

JOHN HEVENER, TREAS.,

Board of Control of the Michigan Home

for the Feeble Minded and Epileptic.

SUPERINTENDENT'S REPORT.

June 30, 1896.

To the Honorable Board of Control, Michigan Home for the Feeble Minded and Epileptic:

GENTLEMEN—I have the honor to submit herewith the first biennial report of Michigan's new charitable institution, which covers a period from its opening August 1, 1895, to the ending of the fiscal year, June 30, 1896.

So short a period of time would hardly seem to produce much that was valuable in the history of our work, or in general statistics, as compared with older institutions in other states. It has demonstrated, however that what was asserted by many to be an experiment has become an established necessity among the noble charities of this State, and "a conspicuous monument of modern civilization, a beneficent as well as a benevolent institution; blessing those who contribute to its maintenance as well as those who receive the more direct benefits."

The limited capacity of the Home made it seem desirable to give preference, first to indigent children who were capable of some degree of improvement, rejecting the helpless class because of the difficulty in going to and fro from a detached dining hall.

The buildings being more adapted for the care of the feeble minded than the epileptic, it was deemed advisable to await further construction before admitting that class. The legislature, recognizing this pressing need, granted us \$18,000 for an epileptic cottage to be built during the year 1897, had it been available this year it would have been filled as rapidly as the other cottages.

The demand for admission of both classes is as pressing and in the same ratio as months ago, we receiving on the average about 25 a month and have on file in excess of our capacity over 600.

Many perplexing problems were solved before anything like system was evolved. Rooms for employes were made by finishing off the upper story of the dining hall, reserving one large room, which has since done service as a store room and for tailoring and dressmaking.

The laundry was placed in one-half of the boiler house and though very uncomfortable quarters for such work, it has served the purpose though at the expense of wasted time and energy.

The bake shop was placed under the kitchen in a part of the basement of the dining hall, the balance of space was given to store room, machine shop and carpenter shop.

The ice box which was built in the kitchen does not serve the purpose for lack of proper insulation. One can be constructed in the basement, which would meet our needs, by building it with a center ice chamber.

The wainscoting of the day rooms and hallways of the two cottages will be a great improvement and protection to the buildings as it is impossible otherwise to prevent the constant destruction of the plastering.

The changing of the water closets from the single to the tank system was a wise provision as it was impossible to keep the single system in repair.

A carpenter has been a constant necessity as small closets for linen, a clothes chute and numerous small additions and changes were necessary.

The rooms for our teachers, which were partitioned off from the hall ways, are very poorly warmed and should receive additional heat by small radiators before winter comes.

The ventilation of our buildings should receive attention before this coming winter. The system which was thought to be perfect has failed to perform its work satisfactorily, hence, I believe much of ailments among both inmates and employes is due to it. Unless the air is rapidly and constantly changed evil will result, as the number of inmates to the space occupied gives no spare room. In our school rooms, which are on the lower floors, it has always been necessary to ventilate by open windows, even in the coldest weather.

It was not strange that, taking our inmates from all quarters and conditions of life, with no facilities for quarantining the germs of contagious disease should be fruitful of evil and so with the advent of cool weather came first chicken-pox, then diphtheria; during the course of the latter disease resulted the death of one inmate and one attendant. The upper floor of one cottage was converted into a hospital but it was soon apparent that something must be done to more thoroughly isolate to rid ourselves of such a terrible destructive enemy to childhood; and so the present small frame building was erected on our premises and rented for three years. The building is too small for our needs but could be made to do very well by the additional erection of a small building for contagious diseases.

The present health of the institution is excellent, our children being allowed an abundance of outdoor exercise and will, no doubt, before cold weather comes store up a reserve of good health, which we hope will carry them through the winter with very few ills. Our fine grove, though still in a crude condition, is a source of great comfort and pleasure to all. Our Sunday school is held there every Sabbath when the weather is pleasant.

Our farm and garden did very well considering the drouth and the amount of land available. Some forty acres were summer fallowed and seeded to wheat and the yield promises to be large. The garden furnished us with all the fresh vegetables we needed besides giving us pickles and other garden truck enough for all winter. Grazing land is much needed, what we have suitable for that purpose will not serve for the number of cows required, hence we have been compelled to buy quite a large quantity of milk, an article of food of prime importance with us. This year we have cultivated 20 acres of new land, a large portion of which is excellent garden soil and we expect to raise a surplus this season. Our boys are doing valuable service on the farm this summer.

The appended tables will show the age, classification and previous residence of our population. It will be seen, that while giving preference to

instructible youth, we have a large number outclassed among the school list by age and are made useful in the various departments of the Home. In distributing this class in the manual industries, special adaptitude of the individual is studied, and so, frequently our inmates are changed from one department to another, the object being to secure the greatest usefulness while promoting happiness and contentment. Already in our short existence we feel the keen necessity of grading better than is possible in two cottages. At present we have ages ranging from 6 to 59 years, with nearly all grades represented.

Low grade uninstrutable children should be cared for in separate buildings for they are a detriment to the progress of the others, besides many of them are destructive.

The daily life of our institution is made to resemble, as nearly as possible, the "home life" with its duties, responsibilities and privileges and its little joys and pleasures.

Divided into sections of 25 each under one attendant, the inmates are constantly watched, every habit of life regulated, directed and helped to conform to the best type of physical, mental and moral perfection possible with a defect; the purpose being to promote usefulness and contentment. Every child has its doll and play things and encouraged to use them. Every boy and girl of suitable age has some regular daily work assigned to them. This duty is very simple and could possibly be done better by someone else, but it is a lesson in independence and happiness, for the busy child is generally a good child.

Discipline is enforced without corporal punishment by the cutting off of some pleasure or other similar means adapted to the misconduct. Love of praise is a factor in encouraging good conduct.

With the older class wider separation of the sexes is needed. While the younger class of children may be benefited by co-education and training both in morals and conduct, the older class should seldom come in contact and then only under strict surveillance. One thing is surely demonstrated in the care of defects and that is the animal instinct manifests itself in a ratio proportionate to the loss of will. But few of our inmates were ever disciplined, or instructed before coming to us, in fact the environment was in many cases sufficient to destroy what little of intellect may have been left to them by disease or stamped by heredity. Our greatest expectations are therefore centered in the young.

Our school department was opened September 11, 1895, with 23 pupils but has continued to grow until we have enrolled at the present time 113. This includes a number of low grade children that will be taken out next fall and given simply two hour a day exercises in their day rooms. We will hail the time when the low grades can be isolated. We have five teachers which makes it possible to give individual attention to their pupils. Kindergarten methods are used in all grades, but the games and songs are especially adapted to the lower and younger classes, in arousing attention. Physical culture occupies first place in the education of these children. We often find this the needed stimulant to arouse a dormant brain.

The school children are drilled daily in marching, singing and calisthenics, which alternates with purely mental processes. Sewing, crocheting, knitting and fancy work are also taught in school, and we are about to add sloyd work. Music is used as much as possible, as it is a factor in producing harmony of action and correlating discordant mental and phys-

ical irregularities, besides we have already discovered enough musical talent, when cultivated, to form the nucleus of a band. Last winter night school was held for some of the older inmates with good results.

One evening each week an entertainment is given for the children, and when the weather is cool enough one evening is given to dancing. A singing class is taught one evening of each week and from this we have raised a very fair choir for Sunday school.

We need an assembly room very much for good work, our rooms being too small for but a portion of the population at a time.

All holidays have been fittingly observed by appropriate exercises. Christmas was an especially enjoyable time, for besides the eatables and exercises came a large Christmas tree, from whose load every child received some little gift distributed by a "real Santa Claus." Arbor day was celebrated by planting two dozen good sized shade trees. Memorial day was one long to be remembered, for, with appropriate ceremonies by pupils and instructors, in the presence of a large number of visitors, was erected a shapely pole and from which was unfurled a magnificent specimen of "Old Glory" 11 feet long. The flag was made by two of our teachers. On the Fourth of July patriotism was voiced by a display of fireworks on the play grounds in the evening, to the intense enjoyment of the children, whose enthusiasm knew no bounds.

We are at present making nearly all our clothing, and it would be of financial benefit to the institution could we add more industries and at the same time, teach as well as employ inmates. For this, however, a building would be necessary.

Fencing, grading and ornamenting has received but little attention for lack of means, and in the matter of walks we are badly deficient, these are much needed for exercising our children when the ground is wet or covered with snow.

In conclusion I would say that from my experience in the care of the feeble minded, I am firmly convinced that this State has taken the advanced step among the states which have established institutions for this class of unfortunates in making it custodial for "from every consideration of christianity, humanity and statesmanship" it is wisdom to care for a large majority of feeble minded for life; for but a small minority can be safely discharged to their own control or that of their friends.

On the whole the year has been one of progress and steady and harmonious development.

We are indebted to many thoughtful friends for magazines and papers, which have cheered and brightened many hours for those of our inmates who could read or appreciate pictures. Our two Lapeer papers have kindly donated us copies of their periodicals for which we desire to express our appreciation.

I feel deeply indebted to my official staff for the zeal and intelligence with which they have performed their various duties and to the employees for their faithful services.

Finally I desire to express to the board of control my deep sense of gratitude for the earnest support and wise advice they have given me, in the discharge of the duties of the position I hold.

Respectfully submitted,

W. A. POLGLASE, M. D.,

Superintendent.

STATISTIOAL TABLES.

JUNE 30, 1896.

TABLE I.—*Showing ages of those admitted.*

Age.			Male.	Female.	Totals.
5 years old			8	2	6
7	"	"	5	2	7
8	"	"	6	6	12
9	"	"	6	4	10
10	"	"	11	6	17
11	"	"	4	3	7
12	"	"	11	7	18
13	"	"	8	15	23
14	"	"	9	8	17
15	"	"	8	10	18
16	"	"	8	5	13
17	"	"	4	9	13
18	"	"	5	9	14
19	"	"	5	3	8
20	"	"	3	2	5
21	"	"	1	4	5
22	"	"	1	2	3
23	"	"	3	1	4
24	"	"		2	2
25	"	"		1	1
26	"	"			
28	"	"		1	1
33	"	"		2	2
34	"	"	1	1	2
40	"	"		1	1
50	"	"		1	1
68	"	"		1	1
Totals			102	108	210

TABLE II.—*Showing counties from which inmates have been received, ending June 30, 1895.*

Counties.	Male.	Female.	Total.
Alcona.....		1	1
Allegan.....		3	3
Antrim.....	2	1	2
Barry.....		2	2
Bay.....	2	2	4
Berrien.....	2		2
Branch.....	2		2
Calhoun.....	2	2	2
Casa.....	2		2
Charlevoix.....	1	1	2
Cheboygan.....	1		1
Clare.....		2	2
Clinton.....	2	6	8
Eaton.....	2	1	3
Emmet.....	1		1
Genesee.....	2	6	8
Gogebic.....		1	1
Hillsdale.....		1	1
Ingham.....	4	4	8
Ionia.....	1	2	3
Isabella.....		2	2
Jackson.....	3	5	8
Kalamazoo.....	2	3	5
Kent.....	3	6	9
Lake.....	4	1	5
Lapeer.....	4	3	7
Leelanaw.....		1	1
Lenawee.....		1	1
Livingston.....		1	1
Macomb.....	1		1
Manistee.....	1	4	5
Marquette.....		2	2
Montcalm.....	2	4	6
Muskegon.....	1	2	3
Newaygo.....		2	2
Oakland.....	2	1	3
Oceana.....		1	1
Osceola.....	2		2
Ottawa.....		1	1
Saginaw.....	4	3	7
Sanilac.....	3		3
Schoolcraft.....		1	1
Shiawassee.....	1	3	4
St. Clair.....	3	2	5
St. Joseph.....	3	2	5
Tuscola.....	4	1	5
Van Buren.....	2		2
Washtenaw.....	4	4	8
Wayne.....	20	17	42
Wexford.....	2		2
Totals.....	103	106	210
Died.....			6
Discharged.....			6
Total remaining at the home June 30, 1896.....			198
Applicants awaiting admission:			
Epileptic.....		1	234
Feeble minded.....			206
Total.....			600

TABLE III.—*Showing nativity of those admitted.*

United States.	No.	Foreign born.	No.
Indiana	2	Austria.....	1
Kentucky	2	Canada.....	5
Michigan.....	185	Denmark.....	1
New York.....	5	England.....	2
Ohio.....	1	Germany.....	1
Pennsylvania.....	1	Norway.....	1
Virginia.....	2	Poland.....	1
Total born in United States.....	198	Total foreign born.....	12
Totals.....			210

TABLE IV.—*Showing nativity of fathers of those admitted.*

Country.	No.
Africa.....	5
Canada.....	5
Denmark.....	3
England.....	10
France.....	1
Germany.....	21
Holland.....	5
Ireland.....	7
Norway.....	2
Poland.....	3
Russia.....	3
Sweden.....	2
Scotland.....	4
United States.....	188
Wales.....	1
Totals.....	210

TABLE V.—*Showing how inmates are supported.*

By State wholly.....	176
By State, parents furnishing clothing and transportation.....	81
Parents paying full maintenance.....	3
Totals.....	210

TABLE VI.—*Showing special defects of those admitted.*

	Male.	Female.	Total.
Epileptic.....		4	4
Blind.....		1	1
Vision imperfect.....	8	6	9
Deaf and dumb.....		1	1
Speech imperfect.....	20	14	34
Do not talk.....	5	6	11
Paralytic.....	1	1	2
Microcephalic.....	8	2	5
Hydrocephalic.....	2	1	3
Totals.....	34	36	70

TABLE VII.—*Showing cause of death of those who died.*

	Male.	Female.	Total.
Malignant diphtheria.....		1	1
Enteritis.....	1		1
Hemiplegia.....		2	2
Pericarditis.....	1		1
Convulsions.....		1	1
Totals.....	2	4	6

TABLE VIII.—*Showing mental condition of those who died.*

	Male.	Female.	Total.
Idiot, apathetic.....	1	3	4
Idiot, imbecile.....	1	1	2
Totals.....	2	4	6

TABLE IX.—*Showing ages of those who died.*

	Male.	Female.	Total.
Thirteen years old.....	1	1	2
Fifteen years old.....	1	1	2
Sixteen years old.....		1	1
Forty years old.....		1	1
Totals.....	2	4	6

TABLE X.—*Showing alleged cause of mental deficiency of those admitted.*

	Male.	Female.	Total.
Spasms of dentition	14	14	28
Cerebral inflammations.....	10	12	22
Scarlet fever.....	2	6	8
Injuries to the head.....	5	4	9
Cholera infantum.....	1	3	4
Measles.....	2	2	4
Prenatal impression.....	.....	3	3
Typhoid fever.....	.....	3	3
Whooping cough.....	2	.....	2
Diphtheria.....	.....	1	1
Otitis.....	1	.....	1
No cause obtained .....	.....	.....	12
Totals.....	37	43	80

TABLE XI.—*Showing statements as to the heredity of those admitted.*

	Male.	Female.	Total.
Father alcoholic.....	15	9	24
Mother alcoholic.....	2	1	3
Father insane.....	4	5	9
Mother insane.....	2	3	5
Father epileptic.....	1	3	4
Mother epileptic.....	.....	1	1
Father feeble minded.....	2	1	3
Mother feeble minded.....	4	10	14
Father having syphilis.....	.....	2	2
Father's brother epileptic.....	1	.....	1
No information concerning.....	.....	.....	144
Totals.....	31	35	66

TREASURER'S REPORT

FOR THE FISCAL PERIOD ENDING JUNE 30, 1896.

Michigan Home for the Feeble Minded and Epileptic—Treasurer's Report for the fiscal year ending June 30, 1896, John Hevener, treasurer.

			Receipts.	Disbursements.
Receipts:				
From John C. Sharp, treasurer—				
For current expenses	\$6,238 86			
For special purposes:				
Special building	1 15			
Act of 1896	4,017 82			
Furnishing and equipment	9 25			
Appropriation for current expenses	25,000 00			
Clothing indigent inmates	627 10	\$36,894 18		
Earnings and reimbursements, current—				
Food	\$1 60			
Clothing	61 10			
Household	89			
Improvements and repairs	29 10			
Farm, garden, stock and grounds	697 69			
Miscellaneous expenses	46 83	896 21		
Parents of inmates, maintenance		812 00		
		\$37,042 39		
Amount applicable to current expenses		\$33,014 17		
Amount applicable to special purposes		4,055 82	\$37,669 49	
Disbursements:				
For current expenses				\$31,345 09
For special purposes:				
Special building		30 80		
Act of 1896		2,365 74		
Furnishing and equipment		9 25		
Clothing indigent inmates		627 10		3,002 89
Totals			\$37,669 49	\$34,347 98
Balance June 30, 1896, current expense		\$1,649 08		
Balance June 30, 1896, special purposes		1,652 43		3,321 51
Totals			\$37,669 49	\$37,669 49

STATE OF MICHIGAN, }
County of Lapeer. } ss.
John Hevener, being duly sworn, says that the above report is a true and correct statement of all money received and disbursed by him as treasurer of the Michigan Home for the Feeble Minded and Epileptic, during the fiscal year ending June 30, 1896.
JOHN HEVENER, Treasurer.
Subscribed and sworn to before me, a notary public in and for said county, this twenty-ninth day of July, 1896.
FRED D. JOHNSON,
Notary Public for Lapeer County, Michigan.

ACCOUNT CURRENT.

FOR THE FISCAL PERIOD ENDING JUNE 30, 1896.

STATE OF MICHIGAN, in account with John Hevener, treasurer of the Michigan Home for the Feeble Minded and Epileptic for the fiscal year ending June 30, 1896.

Date.	Credita.	Indigent inmates.	Special building.	Act II.	Furnish- ing and equip- ment.	Total of building, special, etc.	Current expenses.	Aggregate.	Aggregate exclusive of balances and transfers.
		Abstract Bb.	Abstract Bb.	Abstract Bb.	Abstract Bb.		Abstract Aa.		
1895. Sept. 1...	By balance (on Cash from Cash from Cash from	\$627 10	\$1 15	\$4,017 83	\$0 25	\$4,023 23	\$6,238 96	\$10,267 08	\$25,264 20
	Total available during fiscal year.	\$627 10	\$1 15	\$1,017 83	\$0 25	\$4,055 33	\$38,014 17	\$37,000 49	\$37,408 41
	Footings	\$627 10	\$1 15	\$4,017 83	\$0 25	\$4,055 33	\$38,014 17	\$37,000 49	\$37,408 41
1896. June 30.	Debits.	Abstract B.	Abstract B.	Abstract B.	Abstract B.		Abstract A.		
	To disbursements	\$627 10	\$0 80	\$2,205 74	\$0 25	\$2,008 89	\$31,345 00	\$34,347 98	\$34,347 98
	Total debits during year	\$627 10	\$0 80	\$2,205 74	\$0 25	\$2,008 89	\$31,345 00	\$34,347 98	\$34,347 98
	To balance (on hand) to new account.			1,633 08		1,633 43	1,669 09	8,331 51	.....
	Footings	\$627 10	\$1 15	\$1,017 83	\$0 25	\$2,008 89	\$38,014 17	\$37,000 49	\$37,408 41

Credit to farm, garden, stock and grounds, up to and including June 30, 1896.

.....	\$420 20	
.....	18 83	
.....	87 85	
.....	10 08	
.....	18 00	
.....	14 00	
.....	41 25	
.....	77 50	
.....	80 80	
.....	2 20	
.....	14 88	
.....	23 60	
.....	10 80	
.....	8 00	
.....	4 60	
.....	4 00	
.....	90	
.....	20 00	
0.....	8 00	
@ 50.....	8 91	
		\$951 14

SUMMARY OF INVENTORY,

JUNE 30, 1896.

Buildings.....	\$83,000 00	
Real estate.....	8,000 00	
Food.....	217 18	
Clothing.....	1,023 48	
Laundry.....	1,867 71	
Heating.....	718 75	
Lights.....	678 48	
Medical supplies.....	208 61	
Stationery, printing, etc.....	84 42	
Amusement and instruction.....	518 27	
Household supplies.....	957 18	
Furniture and bedding.....	4,946 84	
Improvements and repairs.....	1,012 28	
Tools and machinery.....	519 38	
Farm garden, stock and grounds.....	2,588 08	
Industrial training expenses—		
Tailor shop.....	977 84	
Dressmaking.....	98 00	
		108 84
		<u>\$95,491 98</u>

THE FEEBLE MINDED.

The existence of the idiot and imbecile can be traced through all the pages of history. In Holy Writ as the demoniac and in every clime as the sport of the multitude, the victim of barbarity, ignorance or fear. In our own time the skeleton in the closet, the drone or lag, that ties the hands of a wage earner, the outcast and weakling, drifting into crime and finally lodgment in the jail, poor house or asylum. The American Indian regarded them as children of the "Great Spirit," while the Koran gives this injunction to the faithful: "Give not unto those who are of weak understanding the substance which God has appointed you to preserve for them, but maintain them thereout and clothe them and speak kindly unto them." (Chap. 4.)

Not a century has yet passed since the recognition of the possibility of training this class to usefulness and but fifty years since any attempt was made toward the organization of institutions for their care and education. Connecticut was the first state to inaugurate this work and Massachusetts the first to establish a school, and up to the present time but seventeen states have training schools; this includes Wisconsin, which has just wheeled into line with \$100,000 as an appropriation.

The matter was frequently agitated before our legislature during the past fifteen years by earnest and benevolent people, but it was not until June 2, 1893, that an act was passed establishing the Michigan Home for the Feeble Minded and Epileptic and appropriating \$50,000 for the construction of suitable buildings.

Since the establishment of the first training school for the feeble minded in the United States, these institutions have gradually broadened their scope until today the plan of our institution is modeled upon the advanced idea in that it combines an educational and training school for the feeble minded, a colony for the care and treatment of epileptics, and above all a custodial home which "commits to the permanent care of competent officials those defects which in a large majority of cases should never be returned into the world to enter social relations."

The term feeble minded as used in this country is a general one, covering all classes of defectives from the idiot to the moral imbecile. Idiocy has been defined as "mental deficiency, depending upon imperfect development, or disease of the nervous system, dating from birth or early infancy, previous to the evolution of the mental faculties."

Imbecility is a milder form of mental incapacity. Accompanying the abnormal head are certain physical characteristics, such as dwarfish stat-

ute, marked asymmetry of development, the drooping jaw, wandering eye and signs of the scrofulous cachexia.

Broadly considered we have two groups in classification, the idiot and the imbecile, idiocy the unimprovable, and imbecility the improvable class. No class, however low in grade is entirely neglected but we aim besides kindly patient care, some degree of training, adapted to the capacity to receive.

In the school department children are instructed similarly to the advanced ideas in the common schools, only individual training receives more attention, and prominently the kindergarten method is used and is found to be as efficient in arousing attention and stimulating obtuse faculties in the feeble minded as in the normal child. Progress, however, starting from a lower plane advances slowly and cannot be carried as far. Under constant surveillance, instruction in the ordinary amenities of life, simple principles of morality, cleanliness, tidiness, control of temper, truthfulness, politeness and correct habits and behavior are constantly carried on.

We do not propose to create a normal child, for absent faculties cannot be supplied, but to cultivate judiciously and to the utmost such as remain, looking to the making of an individual who shall be useful, contented and as nearly self-supporting as is possible with one who must be always under direction. And so manual training and developing gymnastics form a most important part in our work, for it is essential in developing dormant faculties, "it is education by doing." No single set or series of muscles in simple or complex movement, but stimulate to some extent the brain areas in fact the motor centers are the avenues to the higher cerebration.

The curability of imbecility is as great "an enigma as the existence of the moral imbecile." The sorrowing parent who has been given the denial of our ability to transform imbecility into normality by any method of training or medical treatment should have heartfelt sympathy and doubly so where hopes have been buoyed by misguided counsel. Wilbur has tersely said: "We do not propose to create or supply faculties absolutely wanting, nor to bring all grades of idiocy to the same standard of development or discipline, nor to make all capable of sustaining creditably all the relations of a social or moral life, but rather to give dormant faculties the greatest possible development and to apply the awakened faculties to a useful purpose under the control of an aroused and disciplined will.

It is estimated that not more than fifteen per cent, even when taken at the most favorable age, can be so trained as to be returned to the world, and they should be debarred the rights of propagation.

It is conservatively estimated that there are two feeble minded persons for every 1,000 of the population, this would give Michigan nearly 5,000 persons of this class. Those not familiar with our statistics should be startled by the fact that while the census of 1880 showed that there were 76,000 feeble minded persons in the United States, the census of 1890 shows nearly 96,000, shows an average increase of 2,000 a year for ten years, while but 6,500 are cared for in private or public institutions. It is not strange however that more provision has not been made before this for the belief has been general until within a few years that persons of feeble mind were both useless and harmless. Whatever else is a factor in the production of idiocy, heredity plays a most important part and seques-

tration cannot be too strongly urged for this class of dependent defects upon every state if it would protect itself from an increase of pauperism and crime, a lowered moral standard and increase of the burden of taxation. Instead of turning to usefulness wasted and depraved energy, an imbecile who can by his own work pay for his sustenance, "justifies the expense of bringing within his reach what we will call a 'home market.'"

It is only in large institutions that the best results can be obtained in the development of these unfortunate types, for besides the individual training are obtained companionship and amusement, besides better facilities are had for giving employment to adult imbeciles beyond what is called the "school age" but beyond the reproductive age, and kept under life long guardianship or prove a menace to the public welfare."

The first report of the New York State Asylum for Feeble Minded Women stated that about twenty per cent of the whole number of inmates received had borne illegitimate children. A faithful record of the number borne by the imbecile women among the 90,000 who are without the constant supervision of an institution home, would horrify the respectable community supporting them.

THE EPILEPTIC.

Much that has been said of the feeble minded could be said of the epileptic, but the world in general is more familiar with this disease and its results. Statistically it occurs about as frequently. The disorder is closely associated with enfeebled mind and insanity, often an inheritance and transmissible. Mental wreckage through inheritance or disease and its further prevention is certainly today one of the most important questions presenting itself to civilized and enlightened society.

No more pitiable condition results from disease than that of epilepsy as it ostracises the individual from the world, a curse to himself and a burden to others; for the avenues of employment are closed to him, shunned by neighbors and friends and debarred from school. It is not strange that so many swell the list of suicides or are shut in asylums for the insane.

Humane measures suggest their colonization where all that can be done to ameliorate their unhappy state by skillful medical service, diet and mental and physical employment can be had.

From the reports of the few public institutions in the world devoted to the care of epileptics, great stress is laid upon the necessity of industrial pursuits as well as educational methods in the treatment of this disease. At the German colony near Bieldfeld, Germany, several buildings have been erected for industrial occupations, which with less than 1,300 patients of the epileptic class they have accumulated more than 2,500 acres of land and are constantly adding to it. New York inaugurated a colony with a preliminary purchase of 1,800 acres of land. The labor of able bodied epileptics utilized in agriculture very materially reduces the cost of maintenance. A visit to the new colony at Gallipolis, Ohio, last summer, by the management, enabled us to secure much valuable information regarding the practical working and results of their methods of work, which are founded upon the best and most scientific ideas. They have already established a pathological laboratory for the chemical study of this disease and an elaborate report is forthcoming shortly that may

throw some faint light upon the cause of this malady—quoting from the last report of the hospital, it is stated that after so short a period as two years the results obtained are very gratifying, in some cases more than twenty months have elapsed since a seizure, when they had been frequent before, in others more than one year, and in ninety patients more than five months have gone by without a symptom of this disease, and in nearly all cases a remarkable improvement is noticed as to frequency and severity of seizures. This improvement is so general and the contrast between the condition on admission and that after a few months' treatment is so sharply defined in the great majority of cases as to be a subject of comment by the most casual observers. The improvement in the mental and moral character of the patients has been no less marked. The ethical standards have advanced in equal proportion to the physical improvement.

The tendency of the disease to commence in the young is an important fact, pointing to the necessity of its early treatment. In 486 cases 77 46-100 per cent contracted the disease prior to the age of twenty and 22 66-100 per cent of adults.

The report of this institution also shows that of the whole number admitted to the end of the year 1894 more than 50 per cent were of unsound mind, showing the necessity of providing safe means also for the care of this class who are either temporarily or permanently dangerous. It is also earnestly hoped that our State will see the necessity of providing as soon as feasible for this unfortunate class of humanity.

GENERAL INFORMATION JUNE 30, 1896.

The bill establishing the Michigan Home for the Feeble Minded and Epileptic was passed June 2, 1893, and is now one of the permanent charitable institutions of the State.

It is located at Lapeer, Lapeer county, and is accessible by the Grand Trunk, and Bay City Division of the M. C. R. R.

“The object of this institution shall be to provide by all proper and feasible means the intellectual, moral and physical training of that unfortunate portion of the community who have been born or by disease have become imbecile, feeble minded or epileptic and by a judicious and well adapted course of training and management to ameliorate their condition and to develop as much as possible their intellectual faculties, to reclaim them from their unhappy condition and fit them as far as possible for future usefulness.

Persons above the age of 6 years (the best age for training and instruction is between 8 and 12) who are feeble minded (or epileptic) or so deficient as to be incapable of being educated at an ordinary school and who are not INSANE, PARALYZED, EXTREMELY HELPLESS, OR AFFLICTED WITH CONTAGIOUS DISEASE, may be admitted upon receiving CERTIFICATE OF ADMISSION from the superintendent.

Persons from Michigan are admitted to the Home without charge for tuition, boarding, washing, medicine, or medical attendance, but where the parents or guardians of any person or persons who may be admitted, are able to contribute to their support, in whole or in part, they may be required to do so as the board of control may direct.

All children will be received upon trial. Persons applying for admission of inmates must fill out and return certain blanks, copies of which will be forwarded to any address on application to the superintendent.

A bond will be required in all cases (excepting children who are county charges) with sureties, to insure the removal of the child when required by the superintendent, free of charge to the institution, its officers or agent, and to provide comfortable and suitable clothing, or to pay for such as may be furnished by the institution during the continuance of the child in its care. This bond should be accompanied by a certificate of the county clerk that the sureties are responsible.

Children must come to the school well provided with plain strong clothing for summer and winter. The clothing must be renewed by the parents as needed. Children who tear their clothing must be provided with garments made expressly for them, and of such form and texture as may not be easily torn.

Only common mending will be done at the expense of the institution. All the articles of clothing must be marked with the FULL NAME of the owner.

Boys should be furnished with two full suits of strong outer clothing two undershirts, three nightshirts, two pairs drawers, four pairs of socks, six handkerchiefs, two colored cotton shirts, two collars, two hats or caps, two pairs of shoes and one pair of mittens, one comfortable outside garment.

Girls should have three dresses (two wash dresses), four colored aprons, two white aprons, two undershirts, three pairs drawers, two underwaists, three night dresses, four pairs of stockings, six handkerchiefs, two collars, two pairs of strong shoes, one pair of rubbers, one hat, one hood, one shawl or cloak and one pair of mittens. Extra and better apparel is very desirable for chapel worship and out of door exercise and riding.

Persons entitled to admission to the Home, who, on account of their poverty, are unable to furnish themselves, and whose friends are unable to furnish them with suitable clothing, traveling and other necessary expenses for attendance at the Home, may receive assistance, not exceeding \$40 in any one year for each person, in the discretion of the board of control. Sec. 25, Act 209, Public Acts of 1893.

WHO MAY BE ADMITTED.

Section 20, act 209, session laws of 1893, amended and approved May 28, 1895: All feeble minded and epileptic persons above the age of six years, who are legal residents of the State of Michigan, may in the discretion of the board, be admitted to said Home without charge for tuition, boarding, washing, medicine or medical attendance. But where the parents or guardians of any person or persons who may be admitted are able to contribute to their support in whole or in part, they may be required to do so under uniform rules to be established by the said board of control. In the selection of inmates preference shall be given to indigent or pauper orphan children, and when this class is provided for, such others may be admitted for whom application may be made whenever suitable accommodations have been provided; and when these classes are provided for, other feeble minded and epileptic persons may be received into said institution, as the board of control may by their rules and regulations approve and direct.

Sec. 26. The superintendents of the poor in each of the counties of the State in which there are or shall be persons of this class eligible to admission to this home by the provisions of this act, who have no contagious disease, and who are or shall become chargeable to said county, or to any township therein, shall cause all, or any such persons to be taken to the Home for the Feeble Minded and Epileptic and to be taken into the custody and care of said Home. *No person, however, shall be admitted to said Home until a certificate of admission has been issued for the admission of said person, by some officer of said Home duly authorized by the board of trustees to issue such certificate.*

Sec. 27. The superintendents of the poor shall cause any and all such persons to be taken to the Home for the Feeble Minded and Epileptic, *at the expense of the county*, and to be taken into [the] custody and care of the school in accordance with the rules and regulations of said Home.

Sec. 28. The superintendents of the poor, *in every case*, before taking or sending any person to said Home, as provided in sections twenty-five and twenty-six of this act, shall see that such person is in a state of perfect bodily cleanliness, and comfortably and decently clothed.

Sec. 29. Any person or persons who desire to make donations of money, personal property or real estate for the benefit of the institution, provided for in this act, shall have the right to vest the title to such money, personal property or real estate so donated, in the board of control of the Michigan Home for the Feeble Minded and Epileptic, created by the provisions of this act, to be held and controlled by such board when accepted, according to the terms of the deed, gift, grant, devise or bequest of such property; and as to such property so donated as aforesaid, the said board shall be held and considered to be the special trustees.

The parents and friends of pupils may visit them as they deem proper, though too frequent visiting we do not advise. Board and lodging cannot be furnished parents and friends of inmates at the Home.

The regular visiting day of our institution is Wednesday of each week on which day special and interesting exercises are held by the pupils.

Letters on business connected with the institution should be addressed to the Superintendent.

Express packages and telegrams should be prepaid. The Superintendent will take pleasure in giving further information about the Home.

A FEW SELECTIONS FROM ABLE WRITERS, AND STUDENTS OF OUR SPECIALTY.

“ Concerning the treatment of the feeble minded, I would suggest that the experienced educator should be called in, rather than the physician. The development of the mind and the discipline of the individual is more the province of the teacher than of the physician.

“When the mentally defective is afflicted with disease, acute or chronic, the physician should be called upon to treat him, but the drawing out of the intellectual faculties should be the work of the patient and skillful teacher.”

C. T. WILBUR, M. D.,

First Supt. of the N. Y. School for F. M. C., and a pioneer in the work for F. M. C. in the U. S.

“ The evils we seek to prevent, to remove and to mitigate are at every door. No man's family is safely entrenched against them. Blindness, deafness, idiocy and insanity have brought sorrow to many a happy home. The vices and crimes of the forsaken and the outcast often reach the manliest array of sons and the loveliest of daughters. Society is so compacted together, and Providence hath so ordained and doth so govern things, that whether we would have it so or not we must be and are our brother's keeper.”

EX-PRESIDENT R. B. HAYES.

“ Men and brethren, when we come to the entrance of an institution like this, let us remember that its afflicted children are God's children as well as the children of the State, and let us in the spirit of Moses at the burning bush, remove far from us all passion and prejudice, all self-seek-

ing and self-glorification, for the place we stand upon is holy ground. How dare we do otherwise, when we remember the words of the Master, 'Whosoever shall offend one of these little ones it is better for him that a mill stone were hanged about his neck and he were cast into the sea.' "

GEN. J. R. BRINKERHOFF, *Ohio.*

"We are living in a time when opinions and creeds are being very strangely sifted, when Christian folks are brought face to face day by day with men who utter doubts that touch the very quick of our hearts. I am not sure that we can silence questionings by arguments; but I am sure that men and women who, in the spirit and power of Christ, go out to care for God's suffering children, whatever be their creed, no one can gainsay and no one can ever deny."

BISHOP WHIPPLE.

"People ought to thank God and take courage on seeing how much is now done, not only for the feeble minded, but for all classes of defectives. The work of the men and women who go down to the lowest intelligence, and develop the modicum of mind that they find are doing a work almost divine. They are supplementing the work of the Creator. Such work must lead to a higher civilization."

HON. J. DESHA PICKETT,
Ex. Supt. Public Instruction, Ky.

"Let all remember that they not only have a duty to perform in relation to themselves, they not only have to do all in their power to preserve their own mental health intact for their own comfort and usefulness, but they owe a duty to their children. Their tendencies and proclivities are to a large extent reproduced in them, and the ball they may have set in motion in their own life's history may gain a momentum in their children's which they are powerless to resist. Responsibility from this point of view, the entailing mental disease upon posterity, is a fact which cannot be evaded, and in proportion as it is regarded in the light of psychological science and hereditary descent, the duty of the regulation and training of the feelings, the reason and the will must force itself upon men who have any regard for conscience and right.

"This is due from man to himself, I repeat; it is due still more to those who will receive from him the direction of their lives without being responsible for it, because powerless to refuse it. Those who without having injured him will have been permanently injured by him, and who, after a checkered and disastrous existence, during which mental sight has been blinded by delusions and judgment by ungovernable passion die within the walls of an asylum."

DR. D. HACK TUKE.

"There is no more pitiable, helpless object on the face of the earth than a boy or girl of feeble mind who is uncared for. There is no one of this class who can ever plead his own cause or that of his fellows no matter how fortunate he may have been in his environment. He must always remain defective and dependent, at the mercy of his more fortunate brother, uplifted or debased by him."

GEO. H. KNIGHT, M. D.

"One of the first and most important measures we must advocate would be such a framing of the laws governing marriage in or several states as would make the marriage of an epileptic a crime. From my own knowledge I can cite the case of an epileptic woman who became the mother of fifteen defective children. Eight died in infancy, from lack of vitality, two inherited the epilepsy, two were fairly teachable imbeciles, and the other three had sufficient intelligence to marry and reproduce, according to the laws of heredity, the mother's experience.

"This instance is only another proof of what we must all believe, viz.: that like produces like, and therefore, as a natural sequence of things, epileptics in the majority of cases *must* produce defective children."

GEORGE H. KNIGHT, M. D.,
Supt. Conn. School F. M. C.

"Education as applied to the development of feeble minded children is now understood in the broadest sense not as mere intellectual training, but as uniform cultivation of the whole being, physically, mentally and morally."

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life, notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teachings of experience, and the far-reaching deductions that even a feeble minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how he shall eat, and he is kept from danger of all kinds; his daily duties, conduct, and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the school room.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other small village of five hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well doing brings its reward, and that wrong doing means an ultimate curtailing of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management.

To keep our charges healthy, happy and out of mischief, occupation and recreation, in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size or capacity. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or a full day's work in the garden, workshop, kitchen or elsewhere. *Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.*

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

WALTER E. FERNALD, M. D.,
Waltham, Mass.

There are many arguments in favor of state care of feeble minded and idiotic women. These unfortunate persons are incapable of properly caring for themselves, and, unless they are supported and protected by friends, either become public charges or fall into vagrancy or immorality. In any event they are a heavy weight upon society, and in numberless instances have been the causes of demoralization and vice among the young men and boys. Lacking the intelligence and will power to protect their own virtue, they easily fall into evil ways and become the source of temptation to others.

The evils which result from the presence of unprotected feeble minded women in a community, while many, may be divided into two classes:

First, Illegitimacy and its widespreading results, directly and indirectly affecting the community.

Second, The perpetuation of feeble mindedness by inheritance, with a constantly widening circle of misery, dependence and vice.

Feeble minded women so often become the mothers of illegitimate offspring that it is impossible not to consider the subject of illegitimacy in any discussion of women of this class. The peculiar temptations to which these women are subjected, and their inability to distinguish between right and wrong or to oppose their wills to those of persons of normal intelligence, lead to their departure from paths of virtue in an appalling number of instances. The effect of this upon the communities in which the hapless women live may be easily understood. The contemplation and discussion of vice blunt the finer sensibilities and direct the thoughts of the young to subjects which should be avoided. The presence of a woman such as has been described in a neighborhood may lower the moral standards of many young men, and has been known to be the beginning of the ruin of many who otherwise might have remained moral and sober citizens. It is impossible to estimate the moral injury which may be inflicted upon a peaceful and law-abiding community by the entrance of a feeble minded woman who is incapable of self-restraint or of standing firmly in the right. The history of women of this class in Indiana has shown that even when they are inmates of poor asylums they are not safe from the evils to which they are peculiarly subject. Many illegitimate children of feeble minded mothers have been conceived in Indiana poor asylums, and many others have been born in poor asylums which were

conceived while their feeble minded mothers were absent, wandering about the country, or visiting relatives or friends. This evil has been so great that it has been repeatedly shown that the county poor asylums, as a rule, offer but poor protection for women of weak minds. Incomplete records from thirty-nine Indiana counties show that fifty-seven feeble minded women who are, or recently have been, inmates of the poor asylums in these counties have been the mothers of ninety-five illegitimate children. There is no doubt that, could the complete records be secured, the number of both women and children would be greatly increased.

Of even greater seriousness than the evil of illegitimacy above referred to, is the perpetuation of feeble mindedness by inheritance, which follows the bearing of children by weak minded women. That weak mindedness may be inherited cannot be disputed. Were it heretofore an unsettled fact, the partial records which have been collected by the Board of State Charities from Indiana poor asylums would conclusively prove that such inheritance is possible and usual. It is in truth to be expected that the child of a feeble minded mother should itself be feeble minded. If it happen that both parents be feeble minded, it may be considered almost a certainty that the child will be of defective mind. It is not uncommon to find in the fragmentary family histories which are contained in the registers of county poor asylums, records which show that feeble mindedness has been handed down from parent to child for several generations. While it is easily possible for parents of normal faculties, through dissipation, vice or disease, to produce feeble minded offspring, there seems no method by which the tendency can be reversed and the degeneration thus easily accomplished displaced by regeneration and restoration in succeeding generations.

A record of fifty-five families, taken from the books of poor asylums of twenty-five Indiana counties, shows the following statistics:

Feeble minded women.....	81
Feeble minded men.....	51
Feeble minded children.....	130
Blind.....	4
Deaf.....	8
Insane.....	9
Epileptic.....	5

In considering the seriousness of these conditions it must be borne in mind that the number of feeble minded persons is constantly increasing, because of the tendency of idiocy and feeble mindedness to descend from parent to child. It is not uncommon for a single feeble minded woman to become the mother of two or more feeble minded children. The feeble minded also seem to be peculiarly subject to other defects and to various diseases. For instance, the per cent of feeble minded who are also blind or deaf or epileptic is much larger than the per cent of persons of normal mind who suffer from the same defects.

Every year the burden and evil of feeble mindedness grows greater in Indiana. The expense of caring for this class of citizens grows, while the cause of the expense also steadily increases. The tendency of feeble mindedness is to increase in an accelerating ratio, and it will continue to do so until some means is provided for checking it. What shall this means be?

It has been shown that the poor asylum cannot be looked to as a safe refuge for feeble minded women. It is believed that the state should

toward making up a perfect human being need a symmetrical and careful training in keeping with their capacities. How far they are failing to receive it in the present we may easily learn; but how much worse was their condition in the past, before the spirit of humanitarianism was developed, we can only surmise. It is instinctive with us to shrink from the imperfect. The imperfect human being develops a shrinking in all who see him, save in the ever-loyal mother heart, which often has the very tenderest feeling evoked for her most imperfect child. In consonance with this instinctive feeling, not from any inhuman or cruel reason, the little ones of the family who have proved imbecile, idiotic or malformed in any way have been kept out of sight, hidden away in lofts and cellars, allowed to sleep in barns and stables, or quietly slip away to the almshouses and poor farms, to be held at public charge. Indeed, in the largest part of our country this is still true. Who, in driving through quiet parts of the land, has not again and again seen the poor, half-clad imbecile sunning himself on a bank, or cowering in an open shed, listless, helpless, grinning at the stranger, whose coming in that region is so infrequent that the poor unfortunate is allowed to show himself, because there is little fear of shocking any passer-by?

In city homes, too, one learns occasionally of that terrible living skeleton, whose presence is a constant damper, but of whose existence one only hears after perhaps years of acquaintance with the family, so carefully has the shocking object been shielded from the public gaze.

But if a casual glimpse of these sad abnormalities is so shocking what horror has one felt in visiting the almshouses, where, by the half-dozen, these unhappy creatures were exposed to the glare of day! Nothing is more repulsive than such a group of half-naked, filthy, helpless, useless human beings, with apparently most that goes to make humanity left out of their composition. It is enough to make one heart sick and brain sick; any attempt to better their condition appears to be utterly hopeless. It would seem kinder to them, and to those about them, to give them an opiate that should send them into that sleep that knows no waking, if the moral law would allow such a wholesale destruction of life; but the law, "thou shalt not kill," does not define the intellectual capacity of the possible victim. There is, then, but one humane thing to do, and that is to make these unfinished lives happy, if possible. To perfect them is out of the question. To make normal again the abnormal brain is beyond the power of any earthly creator. Happily unconscious of their own deepest needs, by equal good fortune endowed, as a rule, with an affectionate disposition, they are as capable of being made content and happy within their scope as are the kittens that frisk about our firesides. This, at least, we can do for them in institutions, where they should find a perpetual home.

MRS. ISABEL C. BARROWS.

Names of the officers and other regular employes, and the wages or salary paid to each, June 30, 1896.

Name.	Service.	Rate.	Time
W. A. Polglase.....	Medical superintendent....	\$3,000 00	Per annum.
Fred D. Johnson.....	Steward	1,000 00	* " "
M. H. Wean.....	Matron	450 00	" "
C. V. Houghton.....	Engineer.....	450 00	" "
M. V. Houghton.....	Assistant engineer.....	1 50	* " day.
E. M. Day.....	Stenographer.....	25 00	" month.
J. G. Farrand.....	Teacher.....	25 00	" "
M. K. Farrand.....	"	25 00	" "
E. Gage Eldredge.....	"	25 00	" "
Rose Goerner.....	"	25 00	" "
Inez Adele Cramer.....	"	25 00	" "
Anna M. Casey.....	Nurse	25 00	" "
Belle Savare.....	Assistant nurse	15 00	" "
Rose E. Park.....	"	25 00	" "
E. W. Torrance.....	Seamstress.....	20 00	" "
Minnie Kinietz.....	Tailoress.....	11 00	" "
Clara Vilas.....	Seamstress.....	11 00	" "
Winnie L. Oldenburg.....	"	11 00	" "
Ada Pierce.....	"	11 00	" "
John Waddell.....	Baker	25 00	" "
C. F. Pretzer.....	Cook.....	30 00	" "
Flora Cooper.....	Assistant cook	16 00	" "
Ellen Clarke.....	Kitchen.....	11 00	" "
Nora Pritzer.....	"	11 00	" "
Annie Case.....	"	11 00	" "
Lizzie Richards.....	Dining room.....	11 00	" "
Lelia Haller.....	"	11 00	" "
C. A. Allen.....	Attendant	18 00	" "
Anna Kelfer.....	"	18 00	" "
Robert Erwin.....	"	18 00	" "
Emma Carr.....	"	18 00	" "
Mary McIlveen.....	"	18 00	" "
Luta L. Dewey.....	"	18 00	" "
E. W. Locy.....	"	18 00	" "
Ella McIntosh.....	"	18 00	" "
W. C. Kinietz.....	"	18 00	" "
Allen Holcomb.....	Watchman.....	30 00	* " "
G. A. Robertson.....	Janitor.....	15 00	" "
Ed. Webber.....	Laundry.....	25 00	" "
Mrs. Ed. Webber.....	"	15 00	" "
George Hubbard.....	Farmer	305 00	" year.
Chas. Hubbard.....	Farm help	28 00	" month.
Albert Mason.....	Gardener	15 00	" "
W. G. Osmun.....	Coachman.....	16 00	" "
Ella Carpenter.....	Domestic	12 00	" "

* Non resident.

Lansing, October 20, 1896.

Board of Control, Michigan Home for the Feeble Minded and Epileptic, Lapeer, Mich.:

GENTLEMEN—Your communication to the State Board of Corrections and Charities, submitting for its consideration and opinion the proposed appropriations for your institution for the years 1897 and 1898, has been received. The home has been visited, and its "conditions and needs investigated;" the appropriations proposed were carefully considered at a meeting held at the office of the board the 15th inst. Its opinion regarding them is as follows:

Current expenses \$49,850 00

In consideration of the fact that the Home has been in existence for so short a time, and would therefore need few renewals; that its numbers would for a time be limited; and that the amounts asked for under the head of "industrial training" are in excess of those required for like purposes in the experience of old State institutions, the amounts asked for the following items are, in the opinion of the board, more than will be required, and are therefore approved as shown herewith:

Amusements	\$700 00	Approved at	\$300 00
Household supplies.....	2,000 00	" "	1,000 00
Furniture and bedding.....	1,800 00	" "	1,500 00
Improvements and repairs.....	3,500 00	" "	2,000 00
Tools and machinery.....	3,116 00	" "	500 00
Farm and "other expenses"	350 00	" "	250 00
Carpenter shop foreman.....	800 00	" "	600 00
Carpenter shop supplies	700 00	" "	300 00
Shoe shop foreman	700 00	" "	600 00
Tailor shop supplies	900 00	" "	600 00
Total.....	<u>\$14,566 00</u>	" "	<u>\$7,650 00</u>

Making a deduction of \$6,916, and approving of \$42,934 for current expenses for each of the years 1897 and 1898.

Three cottages for epileptics.

Two cottages for feeble minded.

One cottage for temporary use as administration building and residence for the superintendent.

Six cottages for \$15,000..... \$90,000 00

Are in the opinion of the board required, amount asked is reasonable, and are approved.

Enlarging dining room and kitchen..... \$18,000 00

This work will, in the opinion of the board, be necessary; \$15,000, however, is deemed ample to meet the expense, and is approved at \$15,000.

Enlarged boiler room.....	\$1,000 00	Is approved.
Two new boilers, fixtures, etc.....	3,200 00	Is approved.
Industrial building.....	4,000 00	

The board considers this a very essential provision, and the amount asked will be needed, and the item is approved.

Laundry building..... \$6,200 00

This also will be needed, though the amount asked is more, in the opinion of the board, than will be required to construct a laundry building which will serve your purpose. Five thousand dollars is all the board could favor for this purpose.

Laundry machinery..... \$1,300 00

The estimated cost of the pieces required is quite in excess of that of like pieces required in other institutions, and the board has therefore approved of the following:

One dry room	\$150 00	Approved.
One mangle.....	\$750 00	Approved at 400 00
Two washers	400 00	" " 300 00

An aggregate of \$850 for laundry machinery.

Hospital building for contagious diseases \$1,500 00

In the opinion of the board a provision of this kind is very important, and the amount asked will doubtless be required. The item is favored by the board.

Heating apparatus for six cottages.....	\$3,600 00
Heating apparatus for industrial building.....	400 00
Furnishing administration cottage.....	2,500 00

Are all approved.

Furnishing five cottages..... \$10,000 00

In the opinion of the board \$9,000 would prove ample for this purpose, and this item is approved at \$9,000.

Furnishing hospital building	\$500 00	Approved.
Furnishing dining room and kitchen: Range \$300,		
kettles \$250, utensils and dishes \$450.....	1,000 00	"
Sewerage	1,000 00	"
Land, 160 acres	8,000 00	

The need of this additional land is apparent and the item is approved, and the board would also strongly favor the securing of an extension of the option on the remaining portion of land which the commission appointed to select the site so wisely secured.

Yours respectfully,

GEO. D. GILLESPIE,

Chairman.

L. C. STORRÀ, *Secretary.*

TWENTY-FOURTH ANNUAL ABSTRACT
OF
STATISTICAL INFORMATION
RELATIVE TO THE
INSANE, DEAF AND DUMB, AND BLIND
ALSO STATISTICS OF THE
IDIOTIC AND EPILEPTIC
IN THE
STATE OF MICHIGAN
COMPILED UNDER THE SUPERVISION OF
WASHINGTON GARDNER, SECRETARY OF STATE
1896

BY AUTHORITY .

ABSTRACT.

TABLES I TO XXVII, INCLUSIVE,

AND

EXHIBIT A.

MICHIGAN,
DEPARTMENT OF STATE,
Lansing, May 25, 1897. }

HON. HAZEN S. PINGREE, Governor of the State of Michigan:

SIR—In compliance with law, I submit herewith the twenty-fourth Annual Abstract of Statistical information relative to the Insane, Deaf and Dumb, and Blind, also like information concerning the Epileptic and Idiotic, in the State in the spring of 1896.

Very respectfully,

WASHINGTON GARDNER,

Secretary of State.

STATISTICAL INFORMATION

TABLE I.

Showing, for the State and counties, by sex, the number of insane persons in Michigan, their color, conjugal condition, and health, and mental condition and habits previous to insanity, and how they are supported, for the year 1896.

State, counties and asylums.	Sex.	Number.	Color.				Conjugal condition.					Mental condition previous to insanity.				Health.				Habits previous to insanity.					How supported.			
			White.	Black.	Mulatto.	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiotic.	Average.	Unknown.	Good.	Poor.	Average.	Good.	Bad.	Unformed.	Unknown.	By themselves or friends.	By the public in part.	By the public.	Unknown.	
State	{ Totals.....	4,371	4,308	30	29	4	..	2,019	1,677	468	119	88	1,227	161	264	2,719	1,659	521	845	1,346	137	617	465	2,376	576	5	3,703	27
	{ Males	2,186	2,155	13	16	3	..	1,279	646	153	49	60	571	75	145	1,395	874	226	874	713	468	194	4	1,963	209	4	1,963	11
	{ Females	2,185	2,153	17	13	3	..	740	1,031	316	70	28	656	86	119	1,324	785	295	471	634	159	173	273	1,124	367	1	1,801	16
Allegan	{ Males.....	6	6	..	..	..	..	3	1	1	..	1	2	2	1	..	3	2	1	..	..	1	..	1	4	1	1	..
	{ Females.....	6	6	..	..	..	..	2	3	1	..	..	3	..	2	1	..	2	2	1	..	..	2	4	4	..	2	..
Antrim	{ Males.....	1	1	..	..	..	..	1	..	..	..	..	1	..	..	..	1	..	..	..	..	..	..	1	..	..	..	..
	{ Females.....	1	1	..	..	..	..	..	1	..	..	..	1	..	..	..	..	1	..	..	..	..	..	..	..	..	1	..
Arenac	{ Males.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	{ Females.....	1	..	..	1	..	..	1	..	..	..	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	1	..
Baraga	{ Males.....	..	..	..	..	..	..	..	2	..	..	..	1	..	..	1	1	1	..	..	2	..	..	..	..	..	2	..
	{ Females.....	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Barry	{ Males.....	..	2	..	..	..	..	1	1	..	..	..	..	..	1	1	1	1	..	..	2	..	..	..	..	..	..	..
	{ Females.....	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bay	{ Males.....	3	3	..	..	..	..	3	..	..	..	..	1	..	..	2	2	1	..	..	3	..	..	..	..	..	..	..
	{ Females.....	2	2	..	..	..	..	1	1	..	..	..	2	..	..	..	2	..	..	..	2	..	..	..	..	..	..	..
Benzie	{ Males.....	..	1	..	..	..	..	..	..	1	..	..	..	..	..	1	1	..	..	..	1	..	..	..	..	..	1	..
	{ Females.....	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Berrien	{ Males.....	1	1	..	..	..	..	1	..	1	..	..	1	..	..	2	1	1	1	..	1	..	..	..	..	1	1	..
	{ Females.....	7	7	..	..	..	..	..	4	2	..	..	2	3	..	..	5	1	..	..	3	..	..	..	3	4	..	..
Branch	{ Males.....	5	5	..	..	..	..	3	1	1	..	..	2	..	1	2	4	1	..	..	3	..	..	..	2	1	2	..
	{ Females.....	6	6	..	..	..	..	3	1	2	..	..	1	..	..	..	2	4	..	..	2	..	..	1	4	..	2	..
Calhoun	{ Males.....	6	6	..	..	..	..	2	3	1	..	..	2	1	..	5	1	2	..	3	..	..	..	3	1	..	4	1
	{ Females.....	17	17	..	..	..	..	9	3	5	..	..	6	6	..	9	7	2	1	7	10	..	..	7	4	..	13	..

RELATIVE TO THE INSANE, DEAF AND DUMB, BLIND, ETC.

[illegible]

STATISTICAL INFORMATION

TABLE I.—CONTINUED.

County, and asylum.	Sex.	Number.	Color.				Conjugal condition.				Mental condition previous to insanity.				Health.			By the public.	Unknown.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
			White.	Black.	Mulatto.	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiotic.	Average.	Unknown.	Good.			Poor.	Average.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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RELATIVE TO THE INSANE, DEAF AND DUMB, BLIND, ETC.

[illegible]

STATISTICAL INFORMATION

TABLE I.—CONCLUDED.

	Color.			Conjugal condition.				Mental condition previous to insanity.				How supported									
	Black.	Mulatto.	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiot.	Average.	Unknown.								
	Males Females	Males Females	Males Females	Males Females	Males Females	Males Females	Males Females	Males Females	Males Females	Males Females	Males Females	Males Females	Males Females	By inmates or friends.	By the public in part.	By the public.	Unknown.				
St. Joseph.....	3 7	— —	— —	— —	1 1	2 2	3 3	— —	— —	2 2	1 1	1 1	— —	— —	— —	— —	— —	1 1	— —	— —	— —
Toledo.....	1 6	— —	— —	— —	1 5	— —	1 —	— —	— —	— —	4 —	1 —	— —	— —	— —	— —	— —	— —	— —	— —	— —
Van Buren.....	4 4	— —	— —	— —	3 1	2 —	1 —	— —	— —	1 —	1 —	2 —	— —	— —	— —	— —	— —	— —	— —	— —	— —
Washitaaw.....	7 6	— —	— —	— —	4 2	3 —	— —	— —	— —	2 —	1 —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —
Wayne.....	9 14	— —	— —	— —	5 5	2 4	1 —	— —	— —	2 5	3 —	3 —	— —	— —	— —	— —	— —	— —	— —	— —	— —
Mich. Asylum.....	527 559	1 —	— —	— —	275 302	182 226	39 57	14 32	17 12	— —	— —	— —	— —	527 559	— —	— —	— —	405 545	— —	— —	— —
East. Asylum.....	544 511	2 7	1 —	— —	211 174	129 253	33 65	19 27	2 1	415 416	14 14	117 93	— —	— —	45 75	308 140	512 495	— —	— —	— —	— —
North. Asylum.....	496 455	1 2	1 1	— —	297 80	146 226	23 37	4 12	29 7	— —	— —	— —	— —	— —	59 125	— —	496 455	— —	— —	— —	— —
U. P. Asylum.....	47 27	— —	— —	— —	26 9	18 14	1 4	— —	— —	48 27	1 —	2 —	— —	— —	2 6	16 3	47 27	— —	— —	— —	— —
Asylum for In- sane Criminals.....	176 25	4 1	10 1	— —	131 12	17 8	13 2	10 2	4 2	— —	— —	— —	— —	— —	— —	— —	176 25	— —	— —	— —	— —
Wayne County Asylum.....	145 157	5 5	1 —	— —	65 60	44 57	17 43	5 —	2 2	— —	— —	— —	— —	— —	15 24	37 5	141 172	— —	— —	— —	— —
St. Joseph's Retreat.....	45 105	— —	— —	— —	29 65	8 80	7 10	— —	— —	46 102	— 4	— —	— —	— —	— —	3 9	2 4	— —	— —	— —	— —
Oak Grove San- itarium.....	16 16	— —	— —	— —	12 7	2 7	1 2	— —	— —	15 14	— —	— —	— —	— —	2 7	8 13	— —	— —	— —	— —	— —

TABLE II.

Showing, for the State and counties, by sex, the number of deaf and dumb persons in Michigan, their color, conjugal and mental condition, health, habits, and how they are supported, for the year 1896.

State, counties and institutions.	Sex.	Number.	Color.				Conjugal condition.				Mental condition.				Health.				Habits.				How supported.							
			White.	Black.	Mulatto.	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiotic.	Average.	Good.	Poor.	Average.	Unknown.	Good.	Bad.	Average.	Unformed.	Unknown.	By themselves or friends.	By the public in part.	By the public.	Unknown.		
State	{ Totals { Males { Females	859 453 406	849 448 401	2 1 1	4 1 3	8 2 1	1 1 ...	686 376 310	155 70 86	13 4 9	2 1 1	3 1 1	772 409 393	33 13 20	21 12 9	33 19 14	764 404 300	46 20 26	30 18 12	19 11 8	772 409 303	6 3 3	6 6 ...	43 20 23	33 15 18	536 312 273	8 2 6	216 112 104	50 27 23	
Allegan	{ Males { Females	7 7	7 7	...	...	...	...	5 4	2 2	...	...	...	6 7	1 ...	...	6 4	...	1 ...	...	...	...	1 ...	...	...	...	6 6	...	1...	...	...
Alpena	{ Males { Females	3 ...	3 ...	...	...	...	...	2 ...	...	...	1 ...	...	3 ...	...	...	3 ...	...	...	...	...	...	...	...	...	...	3...	...	...	...	...
Antrim	{ Males { Females	2 4	2 4	...	...	...	...	2 3	1 ...	...	...	...	2 3	...	1 ...	2 4	...	...	...	...	...	...	...	...	...	2 4	...	...	...	...
Arenac	{ Males { Females	1 ...	1 ...	...	...	...	...	...	...	...	1 ...	...	1 ...	...	...	...	...	1 ...	...	...	...	...	...	...	...	1...	...	...	...	...
Baraga	{ Males { Females	1 ...	1 ...	...	...	...	...	1 ...	...	...	...	...	...	1 ...	...	1 ...	...	...	...	...	...	...	...	...	...	1...	...	...	...	...
Barry	{ Males { Females	3 6	3 6	...	...	...	...	2 5	1 1	...	...	...	3 5	...	1 ...	3 6	...	...	...	...	...	1 ...	...	...	...	3 5	1...	...	...	...
Bay	{ Males { Females	16 7	15 7	...	...	...	1 ...	13 4	2 2	1 ...	...	1 ...	13 7	...	1 ...	14 6	1 1	...	...	...	15 7	...	...	...	1 ...	13 7	...	...	...	...
Benzie	{ Males { Females	1 1	1 1	...	...	...	...	1 1	...	...	...	...	1 1	...	...	1 1	...	...	...	...	1 1	...	...	...	...	1 1	...	...	...	...
Berrien	{ Males { Females	13 17	12 17	...	...	...	...	6 8	6 9	...	...	...	13 17	...	...	12 15	...	2 ...	...	...	13 17	...	...	...	...	11 16	...	1 1	...	...
Branch	{ Males { Females	7 7	7 7	...	...	...	...	4 4	3 3	...	...	...	7 6	1 ...	...	7 6	1 ...	...	...	...	6 7	...	...	...	...	6 6	...	...	...	1 1

STATISTICAL INFORMATION

TABLE II.—CONTINUED.

Counties and institutions.	Sex.	Number.	Color.				Conjugal condition.				Mental condition.				Health.				Habits.				How supported.							
			White.	Black.	Mulatto.	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiotic.	Average.	Unknown.	Good.	Poor.	Average.	Unknown.	Good.	Bad.	Average.	Unformed.	Unknown.	By themselves or friends.	By the public in part.	By the public.	Unknown.	
Calhoun	{ Males Females	7	5	1		1						6			1	6									1	6			1	
Cass	{ Males Females	3 2	3 1		1							1 2	1 1			1 2		2								2 2				
Charlevoix	{ Males Females	2	2									3				1		1								2				
Cheboygan	{ Males Females	2 6	2 5		1							2 5	1			2 6							1			2 5				
Clare	{ Males Females	2	2									2				2										2				
Clinton	{ Males Females	8 9	8 9									8 8	1			6 9		1					1			8 7		1		
Delta	{ Males Females	2 1	2 1									2 1				2 1										2 1				
Dickinson	{ Males Females	3 4	3 4									3			3 1	2 4		2 1					2		8 2	2 3				
Eaton	{ Males Females	5 5	5 5									5 5				1 4		2								5 4				
Emmet	{ Males Females	2	2							1		2				2										2				
Genesee	{ Males Females	17 14	17 14									17 12	2			15 12		1 1								15 11	1 1	1		
Gogebic	{ Males Females	1 2	1 2									1	1			1 1										1 2				
Grand Traverse	{ Males Females	4 3	4 3									2 3	1			3 3		1								1 3	4 3			

RELATIVE TO THE INSANE, DEAF AND DUMB, BLIND, ETC.

[illegible]

STATISTICAL INFORMATION

TABLE II.—CONTINUED.

Counties and institutions.	Sex.	Number.	Color.				Conjugal condition.				Mental condition.				Health.				Habits.				How supported.						
			White.	Black.	Mulatto.	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiotic.	Average.	Unknown.	Good.	Poor.	Average.	Unknown.	Good.	Bad.	Average.	Uninformed.	Unknown.	By themselves or friends.	By the public in part.	By the public.	Unknown.
Lucas	{ Males	1	1										1			1					1				1				
Mackinac.....	{ Females.....	4	4										1			3	1	1			4				4				
	{ Males	1	1										1			1					1				1				
Macomb	{ Females.....	10	10					9	1				10			6	2				7			3	10	1			
	{ Males	6	8					8					8			4					8				7				
Manistee	{ Females.....	4	4					4					4			3					3			1	4				
	{ Males	3	3					3					3			3					3				3				
Marquette.....	{ Females.....	1	1					1	1				1			1					1			1	1				
	{ Males	7	7					5	2				5			5					3			1	6				
Mason.....	{ Females.....	4	4					3	1				4			4					4				4				
	{ Males	4	4					3	1				4			4					4				4				
Mecosta	{ Females.....	2	2					2	1				2			1	1	1			2			1	1				
	{ Males	3	3					2					3			3					3			1	1				
Menominee.....	{ Females.....	2	2					2					1			2					1				2				
	{ Males	1	1					1					1			1					1			1	1				
Midland.....	{ Females.....	1	1					1					1			1					1				1				
	{ Males	1	1					1					1			1					1				1				
Missaukee.....	{ Females.....	1	1					1					1			1					1								
	{ Males																												
Monroe	{ Females.....	15	15					14	1	1		2				13		3			13			2	15				
	{ Males	7	7					5	1							6		1			7				7				
Montcalm	{ Females.....	3	3					3	1				2			3	1				2				3		1		
	{ Males	4	4					3					3			3					4				3				
Montmorency.....	{ Females.....	4	4					3	1							3	1				3			1	4				
	{ Males	2	2					1					2			2					2				2				

RELATIVE TO THE INSANE, DEAF AND DUMB, BLIND, ETC.

[illegible]

TABLE II.—CONCLUDED.

Counties and institutions.	Sex.	Number.	Color.					Conjugal condition.					Mental condition.				Health.				Habits.					How supported.			
			White.	Black.	Mulatto.	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiotic.	Average.	Unknown.	Good.	Poor.	Average.	Unknown.	Good.	Bad.	Average.	Uninformed.	Unknown.	By themselves or friends.	By the public in part.	By the public.	Unknown.
Wayne.....	{ Males.....	11	11					8	3	1		1	10	1		4	10	1	1	2	8	1	2	3	8	6	1	1	2
	{ Females.....	12	12					8	2				8				8												3
Wexford.....	{ Males.....	3	3					3					3				3				3				1				
	{ Females.....	1	1					1					1				1				1								
School for the Deaf.....	{ Males.....	101	100	1				101					101				101				101				101		101		
	{ Females.....	92	92					92					92				92				92				92		92		
German Deaf and Dumb Asylum.....	{ Males.....	16	16					16					16				16				16				16		16		
	{ Females.....	18	18					18					17		1		17	1			18				18		18		

TABLE III.

Showing, for the State and counties, by sex, the number of blind persons in Michigan, their color, conjugal and mental condition, health, habits, and how they are supported, for the year 1896.

State, counties and school.	S. x.	Number.	Color.					Conjugal condition.					Mental condition.				Health.				Habits.					How supported.			
			White.	Black.	Mulatto.	Indian	Unknown.	Si. gle.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiotic.	Average.	Unknown.	Good.	Poor.	Average.	Unknown.	Good.	Bad.	Average.	Unformed.	Unknown.	By themselves or friends.	By the public in part.	By the public.	Unknown.
State	{ Totals { Males { Females	817 484 338	784 464 320	7 4 3	3 2 1	19 10 9	4 4 -	293 178 115	332 280 102	183 69 114	3 2 1	6 5 1	670 399 271	51 31 20	47 30 17	63 36 27	561 350 214	158 85 73	63 36 27	82 18 19	725 429 296	11 10 1	12 9 8	10 7 3	59 29 30	600 344 256	21 13 8	132 78 45	63 39 24
Allegan	{ Males { Females	8 8	7 8	- -	- -	1 -	- -	2 1	4 4	1 3	- -	1 -	7 8	- -	1 -	- -	5 6	3 2	- -	- -	7 8	1 -	- -	- -	- -	7 7	- -	1 1	- -
Alpena	{ Males { Females	1 -	1 -	- -	- -	- -	- -	1 -	- -	- -	- -	1 -	- -	- -	- -	1 -	- -	- -	- -	1 -	- -	- -	- -	- -	1 -	- -	- -	- -	- -
Antrim	{ Males { Females	2 5	2 5	- -	- -	- -	- -	2 -	1 -	4 -	- -	1 2	1 2	1 -	- -	1 4	1 -	1 -	- -	1 -	2 5	- -	- -	- -	1 2	- -	3 -	1 -	
Baraga	{ Males { F. males	1 -	- -	- -	1 -	- -	- -	1 -	- -	- -	- -	- -	- -	- -	- -	1 -	- -	- -	- -	1 -	- -	- -	- -	- -	- -	- -	- -	1 -	- -
Barry	{ Mal s { F males	8 8	8 8	- -	- -	- -	- -	3 3	5 2	2 -	1 -	- 1	7 7	1 -	- -	6 3	1 -	1 4	1 1	- -	8 8	- -	- -	- -	- -	7 6	1 -	1 1	- -
Bay	{ Males { F males	5 7	5 7	- -	- -	- -	- -	3 3	1 2	1 2	- -	1 1	4 4	1 -	- -	4 7	- -	- -	- -	- -	4 7	- -	- -	- -	1 -	5 6	- -	1 -	- -
Benzie	{ Males { females	2 1	2 1	- -	- -	- -	- -	- -	1 1	1 -	- -	- -	2 1	- -	- -	2 1	- -	1 -	- -	- -	2 1	- -	- -	- -	- -	2 1	- -	- -	- -
Berrien	{ Males { Females	18 4	18 4	- -	- -	- -	- -	5 1	9 1	4 2	- -	- -	14 3	2 -	2 1	11 2	4 1	4 1	1 1	2 -	17 4	1 -	- -	- -	15 3	- -	1 1	2 -	
Branch	{ Males { Females	9 8	9 8	- -	- -	- -	- -	1 1	6 2	2 5	- -	- -	8 8	1 -	- -	7 5	2 1	2 -	- -	- -	8 8	1 -	- -	- -	7 6	1 -	2 1	- -	
Calhoun	{ Males { F. males	17 12	17 11	1 -	- -	- -	- -	3 4	10 4	4 4	- -	1 1	13 9	3 1	- -	12 5	4 4	4 4	- -	1 1	14 9	- -	2 1	- -	1 2	12 10	- -	3 1	2 1

STATISTICAL INFORMATION

TABLE III.—CONTINUED.

[illegible]

STATISTICAL INFORMATION

TABLE III.—CONTINUED.

Counties and school.	Sex.	Number.	Color.				Conjugal condition.				Mental condition.				Health.				Habits.				How supported.							
			White.	Black.	Mulatto	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiotic.	Average.	Unknown.	Good.	Poor.	Average.	Unknown.	Good.	Bad.	Average.	Uninformed.	Unknown.	By themselves or friends.	By the public in part.	By the public.	Unknown.	
Livingston.....	{ Males..... { Females.....	7 9	7 9	—	—	—	2 2	5 3	4	—	1 2	6 6	1 —	—	7 3	4	—	—	—	—	7 3	—	—	—	1 2	4 4	—	1 2	—	Unknown.
Mackinac.....	{ Males..... { Females.....	1 1	1 1	—	—	—	1 1	—	—	—	—	1	1	—	—	—	1	—	—	—	1 1	—	—	—	—	—	—	—	—	Unknown.
Macomb.....	{ Males..... { Females.....	7 4	7 4	—	—	—	3 1	3 2	1 1	—	1	5 4	1	—	5 4	2 2	—	—	—	—	6 4	—	—	—	—	5 4	—	2	—	Unknown.
Manistee.....	{ Males..... { Females.....	1 2	1 2	—	—	—	—	—	1 2	—	—	1 2	—	—	1 2	—	—	—	—	—	1 2	—	—	—	—	2	—	—	—	Unknown.
Marquette.....	{ Males..... { Females.....	13	12	—	—	—	3	8	1	—	2	11	—	—	9	1	1	—	—	10	—	—	—	—	6	1	3	—	Unknown.	
Mason.....	{ Males..... { Females.....	1 4	1 2	—	2	—	1 1	2	1	—	—	1 4	—	—	1 4	—	—	—	—	4	—	—	—	—	1	2	—	2	—	Unknown.
Mecosta.....	{ Males..... { Females.....	3 2	3 2	—	—	—	1	1 1	1 1	—	1	3 1	—	—	3 1	—	—	—	—	3 1	—	—	—	—	3	—	—	—	—	Unknown.
Menominee.....	{ Males..... { Females.....	4	4	—	—	—	2	1	1	—	—	2	2	—	2	2	—	—	—	3	—	—	—	—	3	—	1	—	Unknown.	
Midland.....	{ Males..... { Females.....	1 2	1 2	—	—	—	1	1	1	—	1	1 1	—	—	1 1	1	1	—	—	1	—	1	—	—	2	—	1	—	Unknown.	
Missaukee.....	{ Males..... { Females.....	1	1	—	—	—	—	1	—	—	—	—	1	—	—	—	1	—	—	1	—	—	—	—	1	—	—	—	Unknown.	
Monroe.....	{ Males..... { Females.....	7 4	7 4	—	—	—	—	3 4	3	—	1	5 4	1	—	5 1	3	1	—	—	6 4	1	—	—	—	7	3	1	—	Unknown.	
Montcalm.....	{ Males..... { Females.....	10 11	10 11	—	—	—	2 3	7 4	1 4	—	—	10 10	—	—	6 5	3 5	1 1	—	—	10 11	—	—	—	—	9	8	1	—	Unknown.	
Muskegon.....	{ Males..... { Females.....	9 2	9 2	—	—	—	2	4 2	3	—	—	9 2	—	—	5 1	3 1	—	—	—	8 2	—	—	1	—	6	1	4	1	—	Unknown.

RELATIVE TO THE INSANE, DEAF AND DUMB, BLIND, ETC.

[illegible]

TABLE III.—CONCLUDED.

Counties and school.	Sex.	Number.	Color.					Conjugal condition.					Mental condition.				Health.				Habits.					How supported.			
			White.	Black.	Mulatto.	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiot.	Average.	Unknown.	Good.	Poor.	Average.	Unknown.	Good.	Bad.	Average.	Uniform.	Unknown.	By themselves or friends.	By the public in part.	By the public.	Unknown.
Wayne	{ Males	3	3					3				4	1	1		3	1			4					1	1	1	1	
	{ Females		4					2																					
Wexford	{ Males	1	1					1				1																	
	{ Females																												
Sch.rol for the Blind	{ Males	23	23	1							23		8		23	2								15	1	17			
	{ Females		23	1								23				23								13		10			

TABLE IV.

Showing, for the State, by totals and by sex, the number of insane, deaf and dumb, blind, idiotic, epileptic, partially deaf and dumb, dumb, and partially blind persons in Michigan, their color, conjugal and mental condition, health, habits, and how they are supported, for the year 1896.

Classes.	Sex.	Number.	Color.					Conjugal condition.				Mental condition.				Health.				Habits.					How supported.						
			White.	Black.	Mulatto.	Indian.	Unknown.	Single.	Married.	Widowed.	Divorced.	Unknown.	Intelligent.	Idiotic.	Average.	Unknown.	Good.	Poor.	Average.	Uninformed.	Unknown.	By themselves or friends.	By the public in part.	By the public.	Unknown.						
Insane	Totals	4,371	4,308	30	29	4	..	2,019	1,677	468	119	93	1,237	161	264	2,719	1,659	521	845	1,346	1,337	617	46	5	2,376	576	5	3,763	27	..	..
	Males	2,186	2,155	13	16	2	..	1,279	646	153	49	80	571	75	145	1,395	874	226	374	712	463	445	19	2	253	309	4	1,963	11	..	..
Deaf and dumb	Females	2,185	2,153	17	13	2	..	740	1,031	316	70	38	666	86	119	1,324	785	296	471	634	859	173	27	3	1,124	267	1	1,801	16	..	..
	Totals	839	849	2	4	3	1	686	155	13	2	3	772	33	21	33	784	46	30	19	772	6	6	43	23	586	8	216	50	..	..
Blind	Males	453	448	1	1	2	1	376	70	4	1	2	409	13	12	19	404	20	18	11	409	3	6	20	15	312	2	112	27	..	..
	Females	406	401	1	3	1	..	310	86	9	1	1	363	20	9	14	360	26	12	8	363	3	..	23	13	273	6	104	23	..	..
Idiotic	Totals	817	784	7	3	19	4	296	332	183	3	6	670	51	47	49	564	158	63	32	725	11	13	10	59	600	21	133	63	..	..
	Males	484	464	4	2	10	4	178	230	69	2	5	399	31	30	24	360	86	36	13	439	10	9	7	29	344	13	88	39	..	..
Epileptic	Females	333	320	3	1	9	..	115	102	114	1	1	271	20	17	25	214	73	27	19	296	1	3	3	30	256	8	45	24	..	..
	Totals	1,326	1,308	8	4	3	3	1,180	24	21	1	..	..	1,326	..	..	924	154	70	73	676	86	43	133	296	663	18	490	55	..	..
Partially deaf and dumb	Males	632	672	2	4	2	2	667	12	3	..	..	..	632	..	..	511	83	37	51	333	45	27	74	153	332	6	267	37	..	..
	Females	544	536	6	..	1	1	513	12	13	1	..	..	544	..	..	413	71	33	27	296	41	16	49	145	281	12	233	13	..	..
Dumb	Totals	864	850	4	2	7	1	648	140	54	14	8	248	278	101	237	459	199	111	96	500	47	24	25	208	504	11	299	50	..	..
	Males	519	509	3	2	4	1	402	83	22	7	5	157	134	63	161	262	113	74	70	317	28	14	16	144	296	8	183	33	..	..
Partially blind	Females	245	241	1	..	3	..	246	57	32	7	3	91	140	24	76	197	86	37	26	243	19	10	9	64	209	3	116	17	..	..
	Totals	168	167	..	1	..	..	163	5	..	..	..	164	1	3	..	166	1	1	..	164	..	..	4	..	14	..	153	1	..	..
Partially deaf and dumb	Males	92	91	..	1	..	..	89	3	..	..	..	90	1	1	..	90	1	1	..	89	..	..	3	..	9	..	83	1	..	..
	Females	76	76	..	..	..	..	74	2	..	..	..	74	..	2	..	76	..	..	..	75	..	..	1	..	5	..	71	..	..	..
Dumb	Totals	87	86	..	1	..	..	75	9	3	..	..	32	20	19	16	59	10	10	8	60	..	4	12	11	71	..	9	7	..	..
	Males	46	46	..	..	..	..	42	4	..	..	..	17	12	12	5	37	3	4	..	32	..	2	9	3	38	..	6	2	..	..
Partially blind	Females	41	40	..	1	..	..	33	5	3	..	..	15	3	7	11	22	7	6	6	23	..	2	3	8	33	..	3	5	..	..
	Totals	107	103	..	2	2	..	65	28	12	1	1	39	3	8	7	82	13	5	7	96	1	..	..	8	59	4	36	9	..	..
Partially blind	Males	67	66	..	1	1	..	36	20	9	..	..	56	2	4	..	49	10	3	..	60	1	..	..	6	37	4	19	7	..	..
	Females	40	38	..	1	1	..	29	8	3	..	..	33	1	4	2	33	3	2	2	36	..	..	..	2	22	..	16	2	..	..

TABLE V.

Showing, by totals and by sex, the ages of the insane, deaf and dumb, blind, idiotic, epileptic, partially deaf and dumb, dumb, and partially blind persons in Michigan, for the year 1896.

Classes.	Sex.	Total number.	Ages in years and periods of years.															Unknown.
			—½.	½ to 1.	1 to 2.	2 to 3.	3 to 4.	4 to 5.	5 to 10.	10 to 15.	15 to 20.	20 to 30.	30 to 40.	40 to 50.	50 to 60.	60 to 70.	70 and over.	
Insane.....	Totals	4,871	—	—	—	—	—	—	1	4	44	463	1081	1059	863	484	286	126
	Males	2,186	—	—	—	—	—	—	1	3	26	263	559	522	400	200	143	70
	Females	2,185	—	—	—	—	—	—	—	1	18	200	473	537	463	284	143	56
Deaf and dumb.....	Totals	859	—	—	1	—	6	7	73	124	133	210	142	73	55	17	11	7
	Males	453	—	—	—	—	4	5	42	65	60	115	72	41	28	11	5	5
	Females	406	—	—	1	—	2	2	31	59	73	95	70	32	27	6	6	2
Blind.....	Totals	817	—	1	1	1	—	6	21	28	36	48	66	81	123	124	271	10
	Males	484	—	—	—	1	—	2	11	18	23	34	41	54	80	71	145	4
	Females	333	—	1	1	—	—	4	10	10	13	14	25	27	43	53	126	6
Idiotic.....	Totals	1,226	—	—	—	—	1	1	72	156	195	284	188	135	87	55	42	10
	Males	682	—	—	—	—	1	1	36	87	100	169	102	72	56	33	21	4
	Females	544	—	—	—	—	—	—	36	69	95	115	86	63	31	22	21	6
Epileptic.....	Totals	864	—	—	—	1	1	1	23	57	98	226	140	148	76	50	26	17
	Males	519	—	—	—	—	1	1	14	28	58	139	79	94	45	30	17	13
	Females	345	—	—	—	1	—	—	9	29	40	87	61	54	31	20	9	4
Partially deaf and dumb.....	Totals	168	—	—	—	—	—	1	16	63	56	26	4	1	—	—	—	1
	Males	92	—	—	—	—	—	—	12	28	36	13	2	1	—	—	—	—
	Females	76	—	—	—	—	—	1	4	35	20	13	2	—	—	—	—	1
Dumb.....	Totals	87	—	—	—	—	—	—	16	13	10	19	6	9	4	7	3	—
	Males	46	—	—	—	—	—	—	9	9	6	10	4	3	1	2	2	—
	Females	41	—	—	—	—	—	—	7	4	4	9	2	6	3	5	1	—
Partially blind.....	Totals	107	—	—	—	—	—	—	3	14	23	12	4	10	7	10	19	—
	Males	67	—	—	—	—	—	—	3	11	10	6	2	6	6	8	15	—
	Females	40	—	—	—	—	—	—	—	3	13	6	2	4	1	2	4	—

TABLE VI.

Showing, by totals and by sex, the time in years and periods of years, the insane, deaf and dumb, blind, idiotic, epileptic, partially deaf and dumb, dumb, and partially blind persons in Michigan have been so afflicted, for the year 1896.

Classes.	Sex.	Total number.	Time afflicted in years and periods of years.																Life.
			—½.	½ to 1.	1 to 2.	2 to 3.	3 to 4.	4 to 5.	5 to 10.	10 to 15.	15 to 20.	20 to 30.	30 to 40.	40 to 50.	50 to 60.	60 to 70.	70 and over.	Unknown.	
Insane.....	Totals.....	4,871	60	78	196	193	164	173	765	612	443	491	186	42	9	8	2	950	58
	Males.....	2,186	26	54	109	104	81	88	404	312	198	207	86	24	5	2	2	474	31
	Females.....	2,185	24	24	86	89	83	85	361	300	245	284	100	18	4	6	..	476	27
Deaf and dumb ..	Totals.....	859	..	2	7	12	14	13	95	128	81	211	106	66	31	11	7	74	296
	Males.....	453	..	2	4	6	10	7	53	65	38	109	62	31	22	6	8	35	155
	Females.....	406	..	..	3	6	4	6	42	63	44	102	44	35	9	5	4	39	141
Blind.....	Totals.....	817	..	4	11	29	43	22	157	114	83	113	81	37	20	13	1	74	87
	Males.....	484	..	1	6	14	27	22	95	63	52	64	53	19	10	8	1	44	58
	Females.....	333	..	3	5	15	21	10	62	51	31	49	28	18	10	5	..	30	29
Idiotic.....	Totals.....	1,228	1	4	2	3	8	6	74	150	165	231	144	76	57	35	16	254	702
	Males.....	682	1	1	2	2	6	4	39	82	88	130	75	42	41	24	8	137	334
	Females.....	544	..	3	..	1	2	2	35	68	77	101	69	34	16	11	8	117	318
Epileptic	Totals.....	364	3	2	1	10	10	19	98	126	101	157	89	39	9	8	1	191	132
	Males.....	519	3	2	1	6	7	12	67	76	54	90	53	26	6	3	1	112	77
	Females.....	345	..	..	..	4	3	7	31	50	47	67	36	13	3	5	..	79	55
Partially deaf and dumb.....	Totals.....	163	..	..	..	4	2	2	33	67	27	13	2	1	..	..	..	12	41
	Males.....	92	..	..	..	3	1	1	21	36	13	9	..	1	..	..	..	2	20
	Females.....	76	..	..	..	1	1	1	12	31	9	9	2	..	..	..	..	10	21
Dumb	Totals.....	87	..	..	1	1	..	3	16	13	8	16	5	7	1	2	1	13	33
	Males.....	46	..	..	..	1	..	3	8	10	4	9	1	3	1	1	1	4	23
	Females.....	41	..	..	1	..	..	..	8	3	4	7	4	4	..	1	..	9	16
Partially blind....	Totals.....	107	1	..	..	1	5	2	24	16	14	13	9	3	2	1	..	16	20
	Males.....	67	1	..	..	1	3	2	13	9	5	7	4	3	2	1	..	11	14
	Females.....	40	..	..	..	..	2	..	6	7	9	6	5	..	..	..	..	5	6

TABLE VII.

Showing, by totals and by sex, the number of insane, deaf and dumb, blind, idiotic, epileptic, partially deaf and dumb, dumb, and partially blind persons in Michigan, who have received medical treatment, and the time in years such treatment has continued, for the year 1896.

TABLE VIII.

Showing, for the State, the total number and the number of each sex of the insane, deaf and dumb, blind, idiotic, epileptic, partially deaf and dumb, dumb, and partially blind persons in Michigan; the total number of each class who have been inmates of institutions for their care or education, and the length of time they have been inmates; number who have never been inmates of any institution, and the number of whom it is not reported whether they have been inmates of any institution, for the year 1896.

TABLE IX.

Showing, for the State, by totals and by sex, the nativity and parent nativity of the insane, deaf and dumb, blind, idiotic, epileptic, partially deaf and dumb, dumb, and partially blind persons in Michigan in 1896.

Classes.	Sex.	Total number.	Nativity of persons afflicted.			Nativity of parents of persons afflicted.									
			Native.	Foreign.	Unknown.	Native.	Foreign.	Foreign father and native mother.	Foreign mother and native father.	Mother unknown.		Father unknown.		Both unknown.	
										Native.	Foreign.	Native.	Foreign.		
															Father.	Mother.
Insane	Totals.....	4,371	2,120	1,618	623	397	829	50	22	6	5	14	8	2,040	
	Males.....	2,186	1,011	864	311	195	437	30	14	4	3	10	---	1,493	
	Females.....	2,185	1,119	754	312	202	392	20	8	2	2	4	8	1,547	
Deaf and dumb.....	Totals.....	859	641	176	42	296	362	59	37	3	1	2	---	99	
	Males.....	433	335	95	20	164	199	26	20	2	---	---	---	42	
	Females.....	406	303	81	22	132	163	33	17	1	1	2	---	57	
Blind.....	Totals.....	817	505	261	51	297	296	26	24	6	1	6	4	157	
	Males.....	484	286	163	36	169	183	12	17	4	1	3	2	94	
	Females.....	293	219	99	15	128	114	14	7	2	---	3	2	63	
Idiotic	Totals.....	1,226	899	180	147	376	378	53	33	4	3	10	4	365	
	Males.....	632	510	98	74	210	213	21	15	2	1	8	1	211	
	Females.....	544	389	82	73	166	165	32	18	2	2	2	3	154	
Epileptic.....	Totals.....	664	598	150	121	263	209	36	15	3	3	3	1	331	
	Males.....	519	364	92	63	162	118	21	9	3	1	2	1	202	
	Females.....	245	229	58	58	101	91	15	6	---	2	1	---	129	
Partially deaf and dumb.....	Totals.....	168	142	25	1	65	74	12	6	1	---	1	---	9	
	Males.....	92	76	16	---	33	42	9	5	---	---	---	---	3	
	Females.....	76	66	9	1	32	32	3	1	1	---	1	---	6	
Dumb.....	Totals.....	87	60	23	4	23	39	6	3	---	---	1	---	16	
	Males.....	46	33	9	4	9	22	3	2	---	---	---	---	10	
	Females.....	41	27	14	---	13	17	3	1	---	---	1	---	6	
Partially blind.....	Totals.....	107	77	23	7	47	39	6	5	---	---	1	---	9	
	Males.....	67	50	12	5	30	21	5	3	---	---	---	---	8	
	Females.....	40	27	11	2	17	18	1	2	---	---	1	---	1	

TABLE X.

Showing the estates and incomes of the insane, deaf and dumb, blind, idiotic, epileptic, partially deaf and dumb, dumb, and partially blind persons in Michigan, in the year 1896.

Classes.	Sex.	Total number.	Total number who have estates.	Value of estates.					No estates.	Estates not reported..	Total number who have incomes.	Value of incomes.					No incomes.	Incomes not reported.		
				Under \$500.	\$500 to \$1,000.	\$1,000 to \$2,000.	\$2,000 to \$5,000.	\$5,000 and over.				Unknown.	Under \$100.	\$100 to \$200.	\$200 to \$500.	\$500 to \$1,000.			\$1,000 and over.	Unknown.
Insane	Totals ...	4,371	4,015	19	19	17	28	16	3,916	343	113	3,993	9	11	14	6	4	3,949	222	155
	Males	2,188	2,060	9	10	7	13	7	2,006	105	31	2,043	3	6	9	3	1	2,021	95	49
	Females	2,183	1,955	10	9	10	15	9	1,911	136	82	1,950	6	5	5	3	3	1,928	127	107
Deaf and dumb.....	Totals ...	850	351	26	24	13	20	6	252	243	200	336	9	13	28	8	6	273	219	304
	Males	433	194	13	14	14	15	3	132	123	131	139	1	7	23	6	5	145	106	159
	Females	406	157	10	10	9	5	3	120	120	129	146	8	5	5	2	1	127	113	145
Blind.....	Totals ...	817	320	64	46	65	53	28	71	253	244	331	19	29	34	42	6	91	237	329
	Males	464	213	39	26	40	39	23	44	143	130	166	12	17	28	27	3	59	151	177
	Females	353	108	17	17	25	16	6	27	111	114	65	7	12	6	15	3	32	116	152
Idiotic.....	Totals ...	1,336	303	10	12	7	12	4	253	673	250	234	10	3	6	...	...	234	637	286
	Males	682	160	4	9	3	7	2	136	366	137	151	6	3	3	...	...	139	375	156
	Females	544	143	6	3	4	5	2	117	307	113	133	4	1	3	...	...	125	262	129
Epileptic.....	Totals ...	364	273	16	11	13	30	3	304	343	247	256	7	14	19	5	2	214	345	351
	Males	512	185	13	9	11	14	1	139	190	144	177	4	8	13	4	1	145	199	156
	Females	345	87	3	7	1	6	1	165	153	103	84	3	6	4	1	1	69	156	105
Partially deaf and dumb.....	Totals ...	169	156	...	...	2	...	...	153	8	4	154	1	...	...	...	...	153	7	7
	Males	93	84	...	...	2	...	...	82	6	2	83	...	...	...	...	...	82	6	4
	Females	76	72	...	...	1	...	...	71	2	2	72	1	...	...	...	...	71	1	3
Dumb.....	Totals ...	87	5	...	1	1	1	...	2	31	21	5	...	1	...	1	...	3	50	22
	Males	46	3	...	...	1	1	...	1	29	14	4	...	1	...	1	...	2	27	15
	Females	41	2	...	...	...	...	...	1	22	17	1	...	...	...	...	...	1	23	17
Partially blind.....	Totals ...	107	69	3	3	3	3	1	45	17	21	65	3	4	3	5	1	50	18	26
	Males	67	40	4	2	3	3	2	23	12	15	35	1	4	3	4	1	29	11	12
	Females	40	29	3	1	3	...	...	22	5	6	27	1	...	1	...	...	21	7	14

TABLE XI.

Estates and incomes of relatives liable for the support of the insane, deaf and dumb, blind, idiotic, epileptic, partially deaf and dumb, dumb, and partially blind persons in Michigan, in the year 1896.

Classes.	Sex.	Total number.	Value of es- tates of rela- tives liable for support of such persons.										Value of in- comes of rela- tives liable for support of such persons.									
			No. whose relatives have estates.	Under \$500.					No. whose relatives have no estates.	No. who have relatives whose estates, if any, are not reported.	Total number whose relatives have incomes.	Under \$100.					No. whose relatives have no incomes.	No. who have relatives whose in- comes, if any, are not reported.	No. who have no relatives liable for their support.	No. whose relatives liable for their support, if any, are not reported.		
				\$500 to \$1,000.	\$1,000 to \$2,000.	\$2,000 to \$5,000.	\$5,000 and over.	Unknown.				\$100.	\$100 to \$300.	\$300 to \$500.	\$500 to \$1,000.	\$1,000 and over.					Unknown.	
Insane.....	Totals.....	4,871	92	5	9	20	31	20	7	1	59	50	1	7	15	9	5	13	4	28	4,199	20
	Males.....	2,186	20	..	3	8	6	6	2	..	16	8	..	1	3	1	3	2	26	2,142	8	
	Females.....	2,185	72	5	6	17	5	14	5	1	43	42	1	6	12	8	5	10	2	72	2,057	12
Deaf and dumb.....	Totals.....	859	160	15	32	40	40	16	17	20	130	91	1	8	31	15	6	20	14	205	504	45
	Males.....	452	82	4	16	23	23	7	10	8	55	51	..	4	19	7	4	17	3	91	286	22
	Females.....	406	78	11	16	18	17	9	7	12	75	40	1	4	12	8	2	3	11	114	218	23
Blind	Totals.....	817	151	11	24	36	52	13	16	23	113	97	2	3	29	15	7	31	13	181	481	44
	Males.....	484	67	3	11	13	30	3	8	11	56	44	1	3	14	9	3	14	4	86	322	28
	Females.....	333	84	9	13	22	22	10	8	12	62	53	1	10	15	6	4	17	9	95	159	16
Idiotic	Totals.....	1,326	365	40	74	74	36	43	23	45	157	187	3	26	67	22	15	54	24	346	633	36
	Males.....	682	198	24	44	37	49	25	14	32	86	109	3	18	36	14	6	33	16	186	347	24
	Females.....	544	163	16	30	37	17	23	9	13	71	78	..	8	31	8	9	22	8	160	286	12
Epileptic.....	Totals.....	864	220	29	38	49	64	32	13	42	122	133	2	12	40	25	11	43	25	226	443	32
	Males.....	519	124	17	31	35	35	16	10	21	58	75	2	5	23	13	6	27	13	125	286	21
	Females.....	345	86	12	17	14	29	6	3	21	64	58	..	7	18	12	5	16	12	101	163	11
Partially deaf and dumb.....	Totals.....	168	8	..	2	..	1	2	3	..	1	6	..	..	3	..	..	3	..	3	153	1
	Males.....	92	6	..	2	..	1	1	2	..	..	4	..	..	2	..	..	2	..	2	85	1
	Females.....	76	2	..	..	..	..	1	1	..	1	2	..	..	1	..	..	1	..	1	73	..
Dumb	Totals.....	87	26	5	13	5	3	4	1	4	23	21	..	3	11	2	1	4	6	26	19	5
	Males.....	46	13	3	6	2	2	4	1	3	13	14	..	2	8	1	1	2	3	17	12	..
	Females.....	41	13	2	7	3	6	..	..	1	10	7	..	1	3	1	..	2	3	19	7	5
Partially blind.....	Totals.....	107	11	2	2	3	4	..	..	2	5	7	..	..	3	4	..	..	2	9	80	9
	Males.....	67	6	1	..	1	4	..	..	..	3	4	..	..	2	2	..	..	5	51	7	
	Females.....	40	5	1	2	2	..	..	..	2	2	3	..	..	1	2	..	..	4	29	2	

TABLE XII.

Showing, for the insane persons in Michigan, the assigned causes of malady, and by sex, the number insane from each cause.

Causes of malady.	Males.	Females.	Causes of malady.	Males.	Females.
Previous attacks.....	66	51	Whooping-cough.....	.....	1
Hereditary.....	75	108	Disease of kidneys.....	.....	1
Congenital.....	44	40	Influenza.....	1	.....
Defective organisation.....	14	13	Softening of brain.....	3	1
Arrested development.....	5	2	Disease of brain.....	7	4
Consanguinity.....	.....	2	Neuralgia.....	.....	1
Old age.....	44	36	Rheumatism.....	1	.....
Vicious habits.....	229	42	Injury.....	23	7
Syphilis.....	34	12	Lagrippe.....	9	10
Masturbation.....	41	4	Spinal disease.....	1	2
Sexual excesses.....	15	2	Spinal meningitis.....	3	1
Intemperance.....	172	17	Apoplexy.....	5	.....
Opium habit.....	3	12	Epilepsy.....	71	51
Use of tobacco.....	5	.....	Fits.....	4	.....
Ungoverned temper.....	.....	2	Pregnancy.....	.....	6
Defective training.....	1	2	Abortion.....	.....	3
Miscellaneous.....	1	.....	Puerperal.....	.....	112
Religious excitement.....	23	22	Childbirth.....	.....	23
Popular errors.....	1	3	Prolonged lactation.....	.....	7
Fright.....	9	19	Menstrual derangement.....	.....	25
Imprisonment.....	2	.....	Climacteric.....	3	37
Overstudy.....	4	9	Pubescence.....	16	31
Grief.....	5	17	Adolescence.....	7	2
Grief and anxiety.....	13	24	Uterine disease.....	.....	6
Seduction.....	.....	3	Female weakness.....	.....	16
Disappointed affections.....	15	29	Malarial fever.....	2	.....
Domestic trouble.....	26	34	Typhoid fever.....	3	7
Trouble.....	17	45	Scarlet fever.....	3	3
Business trouble.....	33	12	Yellow fever.....	1	.....
Desertion.....	.....	6	Gastralgia.....	1	.....
Isolated life.....	.....	2	Erysipelas.....	.....	1
Overwork.....	33	42	Concussion of brain.....	1	.....
Exposure.....	5	.....	Taking calomel.....	.....	1
Army life.....	6	.....	Glaucoma.....	.....	1
Cruelty.....	.....	9	Loss of sight.....	1	.....
Deprivation.....	2	13	Diphtheria.....	1	.....
Paralysis.....	5	8	Traumatism.....	21	5
Nervousness.....	1	8	Sunstroke.....	23	4
Sick headache.....	.....	1	Over-heating.....	1	.....
Chorea.....	1	2	Surgical shock.....	.....	1
Fever (not specified).....	2	5	Excitement.....	1	1
Sickness (not specified).....	54	191	Prosecution.....	.....	1
Sickness and trouble.....	.....	3	Poison.....	.....	1
Chronic diarrhea.....	1	.....	Unassigned.....	953	906
Worms.....	.....	1			
Totals.....				2,136	2,135

TABLE XIII.

Showing, for the deaf and dumb persons in Michigan, the assigned causes of malady, and by sex, the number deaf and dumb from each cause.

Causes of malady.		Males.	Females.	Causes of malady.		Males.	Females.
Congenital.....		155	125	Croup and diphtheria.....		1	
Heredity.....			5	Diphtheria.....		4	2
Teething.....		4		Mumps.....		2	2
Cold.....		8		Quinsy.....			1
Catarrh.....		2	5	Measles.....		7	8
Earache.....		1	2	Whooping-cough.....		7	5
Ulceration of ears.....		1		Whooping-cough and scarlet fever.....		1	1
Swelling of neck.....		1		Paralysis.....		2	2
Inflammation in head.....		4	3	Summer complaint.....		1	
Sickness (not specified).....		22	23	Pneumonia.....		1	
Fever (not specified).....		15	14	Inflammation of lungs.....		1	
Typhoid fever.....		17	12	Nervousness.....			1
Scarlet fever.....		62	49	Scrofula.....		1	1
Brain fever.....		16	21	Sore mouth.....		1	1
Brain and spinal fever.....		3	1	Erysipelas.....			1
Brain fever and paralysis.....			1	Effects of medicine.....		1	1
Disease of brain.....		3	2	Accidents.....		11	8
Malarial fever.....		2	2	Episootic.....		1	
Intermittent fever.....			1	Inflammatory rheumatism.....		1	
Spinal fever.....		35	28	Abuse.....			1
Spinal meningitis.....		14	9	Stroke of lightning.....		1	2
Spinal disease.....		3	7	Sunstroke.....		2	
Fits.....		5	6	Unassigned.....		24	41
Croup.....		3	1				
Totals.....						452	406

TABLE XIV.

Showing, for the blind persons in Michigan, the assigned causes of malady, and by sex, the number blind from each cause.

Causes of malady.	Males.	Females.	Causes of malady.	Males.	Females.
Congenital.....	42	25	Putrid sore throat.....		1
Heredity.....		2	Epilepsy.....	1	1
Old age.....	19	14	Diphtheria.....	2	
Intemperance.....	2		Lagrippe.....	1	10
Excessive use of tobacco.....	2		Small-pox.....	4	1
Cataract.....	57	32	Change of life.....		2
Film.....	1	1	Childbirth.....		2
Disease of optic nerve.....	18	12	Overwork.....	11	7
Inflammation.....	57	40	Overstudy.....	1	
Granulation.....	1	2	Apoplexy.....		1
Amaurosis.....	1	2	Abscess in head.....	1	
Glaucoma.....		4	Headache.....		1
Hydrophthalmia.....	1		Jaundice.....		1
Abscess on eyes.....	1	2	Kidney trouble.....		1
Degeneration of eyeball.....		1	Gall stone.....		1
Brain fever.....	3	3	Whooping-cough.....	2	
Brain fever and paralysis.....	1		Disease of ears.....		1
Disease of brain.....	1	3	Congestion of lungs.....	1	
Spinal fever.....	1	2	Hydrocephalus.....	1	1
Spinal meningitis.....	1	1	Fire.....	1	1
Spinal disease.....	2	1	Exposure.....	2	
Neuralgia.....	3	12	Explosion.....	3	1
Rheumatism.....		1	Blasting.....	23	
Sunstroke.....	4	1	Gunshot.....	8	
Catarrh.....	3	1	Injury.....	60	13
Cold.....	5	2	Army life.....	16	
Sickness (not specified).....	12	5	Coal tar.....	1	
Chicken-pox.....	1	2	Snake bite.....		1
Measles.....	9	8	Medicine.....	1	1
Scarlet fever.....	7	8	Blood poisoning.....		2
Typhoid fever.....	1	2	Nervousness.....	1	
Erysipelas.....		7	Malpractice.....	2	1
Scrofula.....		4	Poison.....	2	
Scrofula and catarrh.....	1	1	Fine needlework.....		1
Eczema.....	1	1	Unassigned.....	75	79
Totals.....				484	333

TABLE XV.

Showing, for the idiotic persons in Michigan, the assigned causes of idiocy, and by sex, the number idiotic from each cause.

Causes of malady.	Males.	Females.	Causes of malady.	Males.	Females.
Congenital.....	364	290	Pressure of skull.....	2	-----
Defective organisation.....	4	-----	Hydrocephalus.....	5	1
Consanguinity of parents.....	3	5	Fracture of skull.....	1	-----
Heredity.....	6	4	Small-pox.....	2	-----
Old age.....	2	2	Whooping-cough.....	2	2
Teething.....	1	4	Measles.....	4	3
Masturbation.....	3	1	Lymphadenitis.....	-----	1
Sexual excesses.....	-----	1	Dysentery.....	1	-----
Syphilis.....	1	-----	Menstrual derangement.....	-----	1
Vicious habits.....	1	-----	Childbirth.....	-----	1
Dissipation.....	1	-----	Change of life.....	-----	1
Paralysis.....	5	2	Enlargement of liver.....	1	-----
Fright.....	1	-----	Worms.....	2	3
Spinal disease.....	6	4	Inflammation of lungs.....	1	-----
Spinal fever.....	7	1	Injury.....	23	3
Spinal meningitis.....	4	2	Cold.....	-----	1
Rachitis.....	1	-----	Exposure.....	1	-----
Paralysis and spinal fever.....	1	-----	Sunstroke.....	5	-----
Epilepsy.....	6	11	Lightning.....	1	-----
Fits.....	25	27	Medicine.....	3	4
Sickness (not specified).....	21	16	Sleeping with aged people.....	1	-----
Fever (not specified).....	3	3	Poison.....	2	2
Scarlet fever.....	11	11	Overwork.....	-----	1
Typhoid fever.....	4	4	Overstudy.....	1	2
Malaria.....	1	-----	Gathering in head.....	-----	1
Brain fever.....	4	3	Vaccination.....	-----	1
Softening of brain.....	3	1	Bleeding at nose.....	1	-----
Brain disease.....	2	1	Unassigned.....	122	109
Totals.....	682	544			

TABLE XVI.

Showing, for the epileptic persons in Michigan, the assigned causes of epilepsy, and by sex, the number epileptic from each cause.

Causes of malady.	Males.	Females.	Causes of malady.	Males.	Females.
Congenital.....	65	45	Childbirth.....		4
Heredity.....	7	2	Female weakness.....		2
Consanguinity of parents.....	1	2	Hysteria.....		2
Teething.....	2	2	Cholera.....	2	
Sexual excesses.....	1		Whooping-cough.....	2	1
Masturbation.....	4		Diphtheria.....	2	1
Intemperance.....	1		Pleurisy.....	1	
Use of tobacco.....	2		Lagrippe.....		1
Paralysis.....	6	2	Stomach trouble.....		1
Sunstroke.....	2	2	Cholera infantum.....		2
Fright.....	2	4	Nerve trouble.....	2	2
Sickness (not specified).....	6	5	Chronic diarrhoea.....	1	
Fever (not specified).....	1	1	Worms.....	1	1
Brain fever.....	2	2	Army life.....	10	
Typhoid fever.....		2	Overwork.....	10	2
Malarial fever.....		1	Overdose of medicine.....	4	2
Scarlet fever.....	6	2	Injury.....	20	12
Spinal fever.....	2	4	Cold.....	1	1
Spinal meningitis.....	2		Fracture of skull.....	1	
Spinal disease.....	2		Malpractice.....	1	1
Measles.....	2	1	Blood poisoning.....	2	1
Fits.....	10	2	Trouble.....	2	1
Rheumatism.....	2		Discouragement.....	1	
Heart disease.....	2		Unassigned.....	211	212
Pubescence.....		2			
Totals.....				319	245

TABLE XVII.

Showing, for the partially deaf and dumb persons in Michigan, the assigned causes of malady, and by sex, the number deaf and dumb from each cause.

Causes of malady.	Males.	Females.	Causes of malady.	Males.	Females.
Congenital.....	19	19	Billious fever.....		1
Consanguinity of parents.....	2	2	Ulcer on scalp.....	1	
Paralysis.....	1	1	Gathering in head.....	2	3
Catarrh.....	2	2	Croup.....	2	
Cold.....	4	8	Earache.....	2	2
Inflammation of lungs.....	1		Measles.....	3	2
Headache.....	1		Lagrippe.....	1	
Suppuration of middle ear.....	1		Whooping-cough.....	3	1
Sickness (not specified).....	2	4	Whooping-cough and measles.....	1	
Fever (not specified).....	8	2	Diphtheria and scarlet fever.....	1	
Typhoid and brain fever.....	1		Teething.....	1	
Brain fever.....	1	2	Scrofula.....	1	
Brain and spinal fever.....		1	Erysipelas.....		1
Spinal fever.....	8	4	Exostosis.....	1	
Spinal meningitis.....	3		Fits.....		2
Spinal disease.....		1	Fright.....		1
Scarlet fever.....	12	8	Injury.....	4	2
Malarial fever.....	1	1	Nearly strangled.....	1	
Typhoid fever.....	3	1	Unassigned.....	3	10
Totals.....				92	76

TABLE XVIII.

Showing, for the dumb persons in Michigan, the assigned causes of malady, and by sex, the number dumb from each cause.

Causes of malady.	Males.	Females.	Causes of malady.	Males.	Females.
Congenital.....	22	14	Injury.....		1
Fits.....	5	1	Injury of throat.....	1	
Rickets.....	1		Worms.....	1	
Paralysis.....	5	2	Measles.....	2	
Blood on brain.....		1	Whooping-cough.....		2
Sickness (not specified).....	1	1	Apoplexy.....	1	
Fever (not specified).....		1	Childbirth.....		1
Brain fever.....	1	1	Vaccination.....		1
Typhoid fever.....	1	1	Shock.....		1
Scarlet fever.....	3	1	Nervous disease.....		1
Spinal fever.....		1	Unassigned.....	2	10
Totals.....				46	41

TABLE XIX.

Showing, for the partially blind persons in Michigan, the assigned causes of malady, and by sex, the number partially blind from each cause.

Causes of malady.			Causes of malady.		
	Males.	Females.		Males.	Females.
Congenital.....	7	3	Cold.....	3	1
Teething.....	1	1	Neuralgia.....		1
Old age.....	2	1	Scrofula.....		1
Cataract.....	6	1	Poison.....	1	
Disease of optic nerve.....	1		Small-pox.....	1	
Inflammation.....	2	2	Accidents.....	6	2
Myopia.....	1		Sunstroke.....	1	1
Paralysis.....		1	Blood poisoning.....	1	1
Convulsions.....	2		Swelling on neck.....	1	
Sickneess (not specified).....		2	Medicine.....		1
Menses.....	1	2	Army life.....	1	
Whooping-cough.....		1	Excessive swimming.....	2	
Scarlet fever.....		2	Smoke.....		1
Lang fever.....	1		Unassigned.....	21	14
Totals.....				67	40

TABLE XX.

Showing the occupations, previous to insanity, of the insane persons in Michigan, and by sex, the number engaged in each occupation.

Occupations.	Males.	Females.	Occupations.	Males.	Females.
Accountants and wives.....	5	2	Dairymen.....	1	-----
Actors and actresses.....	1	1	Dentists.....	1	-----
Advertisers.....	1	-----	Dentists' widows.....	-----	1
Agents.....	18	5	Detectives' wives.....	-----	1
Agents' wives.....	-----	1	Domestics.....	2	380
At home.....	-----	2	Drapers' daughters.....	-----	1
Auctioneers.....	1	-----	Draughtsmen.....	1	-----
Bakers and wives.....	5	1	Draymen.....	1	-----
Barbers and wives.....	8	6	Dressmakers.....	-----	24
Barbers' daughters.....	-----	1	Druggists and wives.....	5	2
Bartenders.....	2	-----	Druggists' daughters.....	-----	1
Basket makers.....	1	-----	Druggists' widows.....	-----	1
Blacksmiths and wives.....	19	7	Dyers.....	1	-----
Blacksmiths' daughters.....	-----	1	Editors and wives.....	1	1
Boiler makers and wives.....	4	2	Engineers and wives.....	13	7
Boiler makers' daughters.....	-----	1	Engineers' daughters.....	-----	2
Bookbinders.....	1	-----	Explorers' wives.....	-----	1
Bookkeepers and wives.....	8	1	Expressmen.....	1	-----
Bookkeepers' sons.....	1	-----	Expressmen's daughters.....	-----	1
Bootblacks.....	1	-----	Express messengers.....	1	-----
Boxmakers' wives.....	-----	1	Factory employes.....	-----	3
Brass finishers.....	1	-----	Factory employes' wives.....	-----	1
Brewers and wives.....	1	1	Farmers.....	531	19
Brickmakers' daughters.....	-----	1	Farmers' wives.....	-----	292
Brokers and wives.....	1	1	Farmers' sons and daughters.....	28	94
Broommakers' wives.....	-----	1	Farmers' widows.....	-----	27
Brushmakers' wives.....	-----	1	Farm hands and wives.....	65	4
Builders and wives.....	2	1	Firemen.....	2	-----
Builders' sons.....	1	-----	Fishermen and wives.....	2	1
Butchers and wives.....	10	1	Flagmen.....	1	-----
Butchers' daughters.....	-----	3	Florists.....	1	-----
Cabinet makers and wives.....	8	7	Furniture dealers.....	1	-----
Captains' wives.....	-----	1	Gamblers.....	4	-----
Car inspectors.....	1	-----	Gardeners.....	3	-----
Carpenters and wives.....	29	25	Goldsmiths.....	1	-----
Carpenters' sons and daughters.....	2	2	Governesses.....	-----	1
Carpenters' widows.....	-----	1	Grocers and wives.....	2	2
Carriage makers.....	1	-----	Grocers' daughters.....	-----	1
Carriers.....	1	-----	Gunsmiths.....	1	-----
Chairmakers.....	1	-----	Hack drivers and wives.....	2	1
Chemists.....	1	-----	Hack drivers' daughters.....	-----	1
Cigar makers.....	8	1	Hair dressers.....	-----	1
Cigar makers' widows.....	-----	1	Harness makers and wives.....	6	2
Clairvoyants.....	-----	1	Harness makers' daughters.....	-----	1
Clergymen and wives.....	6	4	Horse buyers.....	1	-----
Clergymen's sons and daughters.....	1	4	Horse trainers and wives.....	1	1
Clerks.....	24	7	Hostlers.....	5	-----
Clerks' wives.....	-----	2	Hotel keepers.....	1	1
Clerks' daughters.....	-----	1	Hotel keepers' wives.....	-----	1
Coachmen.....	8	-----	Hotel keepers' daughters.....	-----	1
Collectors' wives.....	-----	1	Housekeepers.....	-----	165
Commercial travelers and wives.....	7	2	House movers.....	1	-----
Confectioners' wives.....	-----	1	Housewives.....	-----	121
Constables and wives.....	1	1	Insurance agents' sons.....	1	-----
Contractors and wives.....	2	2	Janitors.....	1	1
Cooks.....	5	7	Janitors' wives.....	-----	2
Cooks' wives.....	-----	2	Jewelers and wives.....	4	1
Coopers and wives.....	14	6	Journalists.....	1	-----
Coopers' sons and daughters.....	1	1	Laborers.....	704	2
Coppersmiths.....	1	-----	Laborers' wives.....	-----	171

TABLE XX—CONTINUED.

Occupations.	Males.	Females.	Occupations.	Males.	Females.
Laborers' sons and daughters.....	1	19	Railroad officials' wives.....		1
Laborers' widows.....		5	Real estate agents and wives.....	3	1
Laundresses.....		1	Register of deeds' wives.....		1
Lawyers.....	3		Restaurant keepers' wives.....		1
Lawyers' sons and daughters.....	1	2	Riveters.....	1	
Lecturers.....		1	Ropemakers.....	1	
Lecturers' wives.....		1	Ropemakers' wives.....		1
Liverymen.....	1		Saddlers' daughters.....		1
Log runners.....	1		Safe makers.....	1	
Log scalers.....	1		Sailors and wives.....	13	4
Lumber inspectors and wives.....	1	1	Sailors' daughters.....		1
Lumbermen and wives.....	10	5	Salesmen and wives.....	2	1
Lumbermen's widows.....		1	Saleswomen.....		2
Machinists and wives.....	11	2	Saloonists and wives.....	6	7
Machinists' daughters.....		1	Seamstresses.....		21
Manufacturers.....	1		Sextons' daughters.....		1
Marble cutters' wives.....		1	Shingle weavers.....	1	
Marine captains.....	1		Ship carpenters and wives.....	6	2
Masons and wives.....	21	10	Ship carpenters' daughters.....		1
Masons' daughters.....		2	Shoemakers and wives.....	7	9
Masons' widows.....		1	Shoemakers' daughters.....		2
Mechanics and wives.....	9	5	Shoemakers' widows.....		1
Mechanics' daughters.....		1	Shopkeepers.....	1	
Merchants and wives.....	13	22	Silvermiths.....	2	
Merchants' sons and daughters.....	4	12	Soldiers and wives.....	4	2
Merchants' widows.....		1	Soldiers' widows.....		1
Millers and wives.....	4	4	Statesmen.....	1	
Millers' daughters.....		2	Stenographers.....	1	2
Milliners.....		9	Stock dealers.....	1	
Miners and wives.....	42	19	Stock raisers.....	1	
Miners' daughters.....		1	Stone cutters and wives.....	1	2
Miners' widows.....		1	Stove makers.....	1	
Molders and wives.....	5	3	Straw peddlers.....	1	
Molders' widows.....		1	Street car conductors' wives.....		1
Motormen's wives.....		1	Students.....	12	7
Musicians and wives.....	3	1	Surveyors and wives.....	2	2
Music teachers.....	1	5	Tailors and wives.....	15	6
News boys.....	1		Tailors' daughters.....		2
News dealers.....	2		Tailors' widows.....		1
No occupation.....	97	120	Tailoresses.....		2
Not reported.....	122	220	Teachers.....	10	62
Nurserymen.....	1		Teachers' wives.....		3
Nurses.....		6	Teachers' daughters.....		1
Painters and wives.....	15	7	Teamsters and wives.....	4	2
Paper makers and wives.....	1	1	Telegraph operators and wives.....	2	1
Peddlers and wives.....	7	1	Tinmiths.....	2	
Photographers.....	1		Tinmiths' daughters.....		1
Physicians and wives.....	6	5	Trackmen.....	1	
Physicians' sons.....	1		Train dispatchers' daughters.....		1
Plasterers' wives.....		2	Tramps.....	2	
Plasterers' sons.....	1		Wagonmakers and wives.....	2	2
Plumbers.....	2		Wagonmakers' daughters.....		1
Policemen.....	1		Waiters.....	2	
Politicians.....	1		Washwomen.....		3
Porters.....	1		Watchmakers.....	2	
Postal clerks.....		1	Watchmen.....	1	
Printers.....	6	1	Weavers.....	2	
Printers' widows.....		1	Weavers' widows.....		1
Printers' wives.....		1	Well diggers and wives.....	2	1
Proof readers.....	1		Wood carvers' wives.....		1
Prostitutes.....		2	Wood finishers' wives.....		1
Pupils.....	1		Woodmen.....	3	
Raftmen's wives.....		2	Wood turners and wives.....	1	1
Railroad employes and wives.....	12	6	Upholsterers and wives.....	2	1
Railroad employe daughters.....		2			
Totals.....				2,126	2,125

TABLE XXI.

Showing the occupations of the deaf and dumb persons in Michigan, and by sex, the number engaged in each occupation.

Occupations.	Males.	Females.	Occupations.	Males.	Females.
At home.....	45	56	Housekeepers.....		67
Bakers.....	1		Housewives.....		33
Bankers.....	1		Instructors in printing.....	1	
Barbers.....	4		Laborers.....	66	5
Basket makers.....	2		Laborer's wives.....		1
Blacksmiths.....	1		Laborers' sons and daughters.....	5	4
Blacksmiths' sons and daughters.....	1	2	Laundresses.....		1
Bookbinders.....	2		Marble cutters.....	1	
Butchers.....	1		Masons' daughters.....		1
Butchers' sons.....	1		Mechanics.....	1	
Cabinet makers.....	9		Merchants.....	1	
Carpenters.....	6		Mill hands.....	1	
Carpenters' sons.....	2		Millwrights and wives.....	1	1
Cattle dealers' sons.....	1		No occupation.....	15	26
Children.....	6	2	Not reported.....	9	24
Choring.....	1		Nurses.....		1
Cigar makers.....	2		Painters.....	6	
Clergymen's sons.....	1		Painters' daughters.....		1
Cobblers.....	1		Printers.....	6	4
Coopers.....	1		Pupils.....	101	92
Domestics.....		25	Railway section hands.....	1	
Dressmakers.....		10	Rifle shots (experts).....	1	
Engineers.....	1		Shingle sawyers.....	1	
Factory hands.....		2	Shoemakers.....	5	
Farmers and wives.....	94	16	Tailors and tailoresses.....	5	1
Farmers' sons and daughters.....	18	28	Tailors' sons and daughters.....	2	1
Farm laborers.....	9		Teachers.....	3	
Fruit growers.....	1		Tinsmiths' sons.....	1	
Furniture dealers.....	1		Tobacco workers.....		1
Gardeners.....	1		Truss makers.....	1	
Glass workers.....	1		Washerwomen.....		1
Harness makers.....	2		Wood carvers.....	2	
Totals.....				453	406

TABLE XXII.

Showing the occupations of the blind persons in Michigan, and by sex, the number engaged in each occupation.

Occupations.	Males.	Females.	Occupations.	Males.	Females.
Agents.....	1	1	Masons.....	4	
Artists' sons.....	1		Mechanics.....	1	
At home.....	12	14	Merchants.....	8	
Bankers.....	1		Millers.....	8	
Basket makers.....	1	1	Mill hands.....	1	
Boarding-house keepers.....	2		Millwrights.....	1	
Bookkeepers.....	1		Miners.....	8	
Broom makers.....	16		Music dealers.....	1	
Butchers.....	1		Musicians.....	7	
Candy store keepers.....	2		Music teachers.....	5	2
Carpenters.....	9		News dealers.....	1	
Children.....	6	1	No occupation.....	62	63
Cigar dealers.....	1		Not reported.....	48	45
Clergymen.....	4		Painters.....	1	
Coopers.....	1		Peanut and cigar stand keepers.....	1	
Domestics.....		2	Peddlers.....	5	
Dressmakers.....		3	Physicians.....	1	
Editors.....	1		Physicians' sons.....	1	
Farmers.....	147	18	Piano tuners.....	5	
Farmers' wives.....		16	Plasterers.....	1	
Farmers' sons and daughters.....	4	6	Pop corn venders.....	1	
Farmers' widows.....		2	Printers.....	1	
Farm laborers.....	1		Railroad employes.....	4	
Fruit growers.....	1		Real estate dealers.....	2	
Gardeners and wives.....	1	1	Restaurant keepers.....	1	
Grocers.....	1		Sailors.....	1	
Gunsmiths.....	1		Saloonists.....	2	
Hand organists.....	1		Sawyers.....	5	
Harness makers.....	1		Shoemakers.....	8	
Hotel keepers.....	2		Soldiers.....	3	
Housekeepers.....		71	Stereotypers.....	2	
Housewives.....		58	Straw peddlers.....	1	
Hunters.....	1		Students.....	32	24
Junk dealers.....	1		Tailors and tailoresses.....	1	1
Knitters.....		4	Veterinary surgeon.....	1	
Laborers and wives.....	20	8	Wagon makers.....	1	
Laundresses.....		1	Washwomen.....		1
Lawyers.....	1		Willow workers.....	1	
Lumbermen.....	2		Woodmen.....	1	
Machinists.....	1				
Totals.....				484	338

TABLE XXIII.

Showing the occupations of the idiotic persons in Michigan, and by sex, the number engaged in each occupation.

Occupations.	Males.	Females.	Occupations.	Males.	Females.
At home	96	98	Machinists' sons	1	.....
Bakers' daughters.....	.....	1	Masons' sons	2	.....
Blacksmiths' sons and daughters.....	2	1	Mechanics' sons.....	2	.....
Brewers' sons.....	1	.....	Merchants.....	1	.....
Brickmakers' daughters.....	.....	1	Merchants' sons and daughters	6	4
Carpenters	1	.....	Millers'	1	.....
Carpenters' sons and daughters.....	6	5	Millers' sons.....	1	.....
Children	41	29	Mill hands.....	3	.....
Choring	3	.....	Millwrights' sons and daughters	2	1
Coal dealers' sons.....	1	.....	Miners' sons and daughters	1	1
Cooks	1	.....	Molders.....	2	.....
Coopers	1	.....	No occupation.....	167	145
Coopers' sons	1	.....	Not reported.....	99	98
Domestics.....	.....	12	Painters' sons and daughters	1	1
Engineers' sons.....	2	.....	Peddlers .....	.....	1
Expressmen's sons.....	1	.....	Peddlers' sons.....	1	.....
Farmers.....	39	2	Physicians' daughters .....	.....	1
Farmers' sons and daughters.....	67	57	Pupils .....	.....	1
Farm laborers.....	33	.....	Railway employ�es' sons and daughters	4	1
Harness makers' sons	1	.....	Sailors' sons	1	.....
Hostlers' daughters.....	.....	1	Shoemakers' sons and daughters	2	2
Housekeepers .....	.....	45	Tailors' daughters .....	.....	1
Housewives .....	.....	4	Teachers' daughters.....	.....	1
Insurance agents' sons.....	1	.....	Teamsters	1	.....
Inventors' daughters.....	.....	1	Teamsters' sons.....	1	.....
Laborers.....	57	1	Tramps	1	.....
Laborers' sons and daughters.....	22	27	Travelers' sons.....	2	.....
Landlords' daughters.....	.....	1	Wagon makers' sons.....	1	.....
Locomotive firemen.....	1	.....	Walters	1	.....
Totals.....	682	544			

TABLE XXV.

Showing the occupations of the partially deaf and dumb persons in Michigan, and by sex, the number engaged in each occupation.

Occupations.	Males.	Females.	Occupations.	Males.	Females.
At home.....	2	.....	Housewives.....	.....	1
Children	1	.....	Housekeepers .....	.....	2
Farmers and wives.....	3	1	Printers.....	1	.....
Farmers' sons and daughters.....	2	1	Pupils	82	71
Farm laborers.....	1	.....		
Totals				92	76

TABLE XXVI.

Showing the occupations of the dumb persons in Michigan, and by sex, the number engaged in each occupation.

Occupations.	Males.	Females.	Occupations.	Males.	Females.
At home	14	10	Laborers.....	3	.....
Carpenters	1	.....	Laborers' sons and daughters	1	1
Children	1	.....	Mechanics	1	.....
Farmers.....	7	.....	No occupation	3	3
Farmers' sons and daughters.....	5	9	Not reported.....	4	6
Grocers' sons.....	1	.....	Pupils	1	.....
Housekeepers .....	.....	3	Seamstresses.....	.....	1
Housewives .....	.....	4			
Totals				46	41

TABLE XXVII.

Showing the occupations of the partially blind persons in Michigan, and by sex, the number engaged in each occupation.

Occupations.	Males.	Females.	Occupations.	Males.	Females.
At home.....	2	1	Laborers.....	2	1
Broom makers.....	1	-----	Masons.....	1	-----
Building movers.....	1	-----	No occupation.....	6	3
Children.....	-----	1	Not reported.....	6	1
Farmers.....	28	-----	Piano tuners.....	1	-----
Farmers' sons and daughters.....	1	2	Pupils.....	22	23
Housekeepers.....	-----	2	Restaurant keepers.....	1	-----
Housewives.....	-----	6			
Totals.....				67	40

STATISTICAL INFORMATION

EXHIBIT A.

Showing the sex, age and conjugal and mental condition of persons reported as being afflicted with any of the maladies included in this abstract, of whom the information seems to indicate that more than one in a family are afflicted, with the nature, duration and cause of malady, and the township or city, and the county, from which each is reported.

Sex.	Age in years.	Conjugal condition.	Name and degree of malady.	Time afflicted in years.	Mental condition.	Township or city from which reported.	County from which reported.	Assigned causes of malady.
{ Male..... { Male.....	78 60	Married Widower	Epileptic Epileptic	3 mo. 52	Idiotic Idiotic	Allegan Allegan	Allegan Allegan	Sanstroke. Cholera.
{ Male..... { Male.....	73 23	Married Single	Blind Deaf and dumb	52 22	Intelligent Intelligent	Casco Casco	Allegan Allegan	Overwork. Spinal fever.
{ Male..... { Female.....	19 15	Single Single	Deaf and dumb Deaf and dumb	19 15	Intelligent Intelligent	Clyde Clyde	Allegan Allegan	Unassigned. Unassigned.
{ Male..... { Female.....	42 25	Married Married	Deaf and dumb Deaf and dumb	42 35	Intelligent Intelligent	Otsego Otsego	Allegan Allegan	Congenital. Congenital.
{ Male..... { Female.....	51 48	Married Married	Deaf and dumb Deaf and dumb	51 48	Intelligent Intelligent	Otsego Otsego	Allegan Allegan	Congenital. Congenital.
{ Female..... { Female..... { Female..... { Male.....	40 28 41 20	Single Single Single Single	Idiotic Idiotic Idiotic Idiotic	40 28 41 20	Idiotic Idiotic Idiotic Idiotic	Wayland Wayland Wayland Wayland	Allegan Allegan Allegan Allegan	Congenital. Congenital. Congenital. Congenital.
{ Male..... { Female.....	24 23	Single Single	Insane Deaf and dumb	8 23	Intelligent Intelligent	Banks Banks	Antrim Antrim	Malarial fever. Congenital.
{ Male..... { Female.....	22 31	Married Married	Deaf and dumb Deaf and dumb	31 27	Intelligent Intelligent	Johnstown Johnstown	Barry Barry	Measles. Scarlet fever.
{ Female..... { Female.....	48 50	Single Single	Blind Blind	20 20	Intelligent Intelligent	Maple Grove Maple Grove	Barry Barry	Putrid sore throat. Measles.
{ Male..... { Male.....	12 20	Single Single	Epileptic Partially blind	8 4	Idiotic Intelligent	Beaver Beaver	Bay Bay	Unknown. Blood poison.
{ Male..... { Female.....	67 31	Single Single	Deaf and dumb Blind	67 15	Unknown Unknown	Portsmouth Portsmouth	Bay Bay	Congenital. Stokness.
{ Male..... { Female.....	9 3	Single Single	Deaf and dumb Deaf and dumb	9 3	Intelligent Intelligent	Bay City, 8th ward. Bay City, 8th ward	Bay Bay	Congenital. Congenital.

Male.....	26	Married.....	Deaf and dumb.....	23	Intelligent.....	West Bay City, 1st ward.....	Bay.....	Scarlet fever.
Female.....	24	Married.....	Deaf and dumb.....	21	Intelligent.....	West Bay City, 1st ward.....	Bay.....	Scarlet fever.
Male.....	49	Married.....	Deaf and dumb.....	49	Intelligent.....	West Bay City, 1st ward.....	Bay.....	Congenital.
Female.....	43	Married.....	Deaf and dumb.....	39	Intelligent.....	West Bay City, 1st ward.....	Bay.....	Sickness.
Male.....	37	Single.....	Idiotie.....	20	Idiotie.....	West Bay City, 4th ward.....	Bay.....	Scarlet fever.
Male.....	21	Single.....	Idiotie.....	19	Idiotie.....	West Bay City, 4th ward.....	Bay.....	Spinal meningitis.
Male.....	43	Single.....	Epileptic.....	42	Idiotie.....	Blaine.....	Bensie.....	Congenital.
Male.....	47	Single.....	Idiotie.....	47	Idiotie.....	Blaine.....	Bensie.....	Congenital.
Male.....	19	Single.....	Deaf and dumb.....	19	Intelligent.....	Platte.....	Bensie.....	Congenital.
Male.....	17	Single.....	Dumb.....	15	Intelligent.....	Platte.....	Bensie.....	Injury of throat.
Male.....	62	Married.....	Deaf and dumb.....	51	Intelligent.....	New Buffalo.....	Berrien.....	Scarlet fever.
Female.....	53	Married.....	Deaf and dumb.....	53	Intelligent.....	New Buffalo.....	Berrien.....	Congenital.
Male.....	21	Married.....	Deaf and dumb.....	31	Intelligent.....	Pipestone.....	Berrien.....	Congenital.
Male.....	23	Married.....	Deaf and dumb.....	31	Intelligent.....	Pipestone.....	Berrien.....	Scarlet fever.
Male.....	29	Married.....	Deaf and dumb.....	18	Intelligent.....	Royalton.....	Berrien.....	Whooping-cough.
Female.....	36	Married.....	Deaf and dumb.....	15	Intelligent.....	Royalton.....	Berrien.....	Quincy.
Male.....	40	Married.....	Deaf and dumb.....	30	Intelligent.....	Sodus.....	Herrien.....	Scarlet fever.
Female.....	36	Married.....	Deaf and dumb.....	29	Intelligent.....	Sodus.....	Berrien.....	Scarlet fever.
Male.....	33	Married.....	Deaf and dumb.....	25	Intelligent.....	Sodus.....	Berrien.....	Unknown.
Female.....	28	Married.....	Deaf and dumb.....	20	Intelligent.....	Sodus.....	Berrien.....	Unknown.
Male.....	49	Married.....	Deaf and dumb.....	33	Intelligent.....	Girard.....	Branch.....	Fever.
Female.....	37	Married.....	Deaf and dumb.....	32	Intelligent.....	Girard.....	Branch.....	Brain fever.
Male.....	73	Married.....	Deaf and dumb.....	45	Intelligent.....	Quincy.....	Branch.....	Scarlet fever.
Female.....	63	Married.....	Deaf and dumb.....	63	Intelligent.....	Quincy.....	Branch.....	Congenital.
Male.....	29	Married.....	Partially deaf and dumb.....	14	Intelligent.....	Quincy.....	Branch.....	Accident.
Female.....	20	Married.....	Deaf and dumb.....	26	Intelligent.....	Quincy.....	Branch.....	Spinal fever.
Male.....	66	Single.....	Blind.....	63	Intelligent.....	Clarence.....	Calhoun.....	Score eyes.
Female.....	19	Single.....	Epileptic.....	6	Intelligent.....	Clarence.....	Calhoun.....	Stomach trouble.
Male.....	43	Married.....	Blind.....	31	Intelligent.....	Battle Creek city.....	Calhoun.....	Gun shot.
Female.....	44	Married.....	Blind.....	31	Intelligent.....	Battle Creek city.....	Calhoun.....	Inflammation.
Male.....	78	Married.....	Blind.....	2	Intelligent.....	Battle Creek city.....	Calhoun.....	Inflammation.
Male.....	23	Single.....	Idiotie.....	Unk.	Idiotie.....	Battle Creek city.....	Calhoun.....	Unknown.
Male.....	23	Single.....	Epileptic.....	15	Idiotie.....	Jefferson.....	Cass.....	Unknown.
Male.....	37	Single.....	Idiotie.....	21	Idiotie.....	Jefferson.....	Cass.....	Unknown.
Male.....	23	Single.....	Epileptic.....	7	Idiotie.....	Porter.....	Cass.....	Measles.
Female.....	34	Single.....	Deaf and dumb.....	50	Intelligent.....	Porter.....	Cass.....	Congenital.

STATISTICAL INFORMATION

EXHIBIT A.—CONTINUED.

Sex.	Age in years.	Conjugal condition.	Name and degree of malady.	Time in hospital	Mental condition.	Township or city from which reported.	County from which reported.	Assigned causes of malady.
{ Male..... { Female.....	9 4	Single..... Single.....	Blind..... Blind.....	9 4	Intelligent..... Intelligent.....	Marion..... Marion.....	Charlevoix..... Charlevoix.....	Congenital. Congenital.
{ Male..... { Male.....	21 17	Single..... Single.....	Insane..... Idiotic.....	21 17	Average..... Idiotic.....	Grant..... Grant.....	Cheboygan..... Cheboygan.....	Congenital. Congenital.
{ Female..... { Male.....	33 32	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	29 27	Intelligent..... Intelligent.....	Cheboygan city..... Cheboygan city.....	Cheboygan..... Cheboygan.....	Fever. Unknown.
{ Female..... { Male.....	60 74	Single..... Married.....	Blind..... Blind.....	41 5	Intelligent..... Intelligent.....	Superior..... Superior.....	Chippewa..... Chippewa.....	Cold. Injury.
{ Female..... { Female.....	57 69	Single..... Single.....	Insane and blind..... Epileptic.....	* 63	Intelligent..... Idiotic.....	Bingham..... Bingham.....	Clinton..... Clinton.....	Glaucoma. Congenital.
{ Female..... { Female.....	47 33	Single..... Single.....	Idiotic..... Idiotic.....	47 33	Idiotic..... Idiotic.....	Bingham..... Bingham.....	Clinton..... Clinton.....	Congenital. Congenital.
{ Female..... { Female..... { Female..... { Female.....	24 21 18 16	Single..... Single..... Single..... Single.....	Deaf and dumb..... Deaf and dumb..... Deaf and dumb..... Deaf and dumb.....	24 21 18 16	Intelligent..... Intelligent..... Intelligent..... Intelligent.....	Dallas..... Dallas..... Dallas..... Dallas.....	Clinton..... Clinton..... Clinton..... Clinton.....	Heredity. Heredity. Heredity. Heredity.
{ Male..... { Female.....	44 31	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	Unk. Unk.	Unknown..... Unknown.....	Iron Mountain, 5th ward..... Iron Mountain, 5th ward.....	Dickinson..... Dickinson.....	Unknown. Unknown.
{ Female..... { Female.....	5 2	Single..... Single.....	Deaf and dumb..... Deaf and dumb.....	5 2	Intelligent..... Intelligent.....	Norway, 1st ward..... Norway, 1st ward.....	Dickinson..... Dickinson.....	Congenital. Congenital.
{ Male..... { Female.....	51 51	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	51 46	Intelligent..... Intelligent.....	Chester..... Chester.....	Eaton..... Eaton.....	Congenital. Scarlet fever.
{ Male..... { Female.....	49 40	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	47 33	Average..... Average.....	Kalamo..... Kalamo.....	Eaton..... Eaton.....	Sickness. Sickness.
{ Male..... { Female.....	44 37	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	41 31	Average..... Average.....	Windsor..... Windsor.....	Eaton..... Eaton.....	Typhoid fever. Scarlet fever.
{ Male..... { Female.....	31 31	Married..... Married.....	Blind..... Blind.....	31 24	Intelligent..... Intelligent.....	Eaton Rapids city..... Eaton Rapids city.....	Eaton..... Eaton.....	Congenital. Explosion.
{ Male..... { Female.....	56 45	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	48 44	Intelligent..... Intelligent.....	Clayton..... Clayton.....	Genesee..... Genesee.....	Brain fever. Catarrh.

{ Male..... { Female.....	60 50	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	59 50	Intelligent..... Intelligent.....	Clayton..... Clayton.....	Genesee..... Genesee.....	Cold. Unknown.
{ Male..... { Female..... { Female.....	45 43 10	Married..... Married..... Single.....	Deaf and dumb..... Deaf and dumb..... Deaf and dumb.....	40 42 10	Intelligent..... Intelligent..... Intelligent.....	Fenton..... Fenton..... Fenton.....	Genesee..... Genesee..... Genesee.....	Scarlet fever. Spinal trouble. Congenital.
{ Male..... { Female.....	47 39	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	35 39	Intelligent..... Intelligent.....	Fenton..... Fenton.....	Genesee..... Genesee.....	Scarlet fever. Congenital.
{ Male..... { Male.....	51 38	Single..... Single.....	Epileptic..... Epileptic.....	51 38	Idiotic..... Idiotic.....	Flushing..... Flushing.....	Genesee..... Genesee.....	Congenital. Congenital.
{ Male..... { Female.....	48 38	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	40 Unk.	Intelligent..... Intelligent.....	Flushing..... Flushing.....	Genesee..... Genesee.....	Fever. Accident.
{ Female..... { Female.....	60 14	Married..... Single.....	Insane..... Idiotic.....	12 14	Intelligent..... Idiotic.....	Genesee..... Genesee.....	Genesee..... Genesee.....	Change of life. Congenital.
{ Male..... { Male.....	45 40	Single..... Single.....	Idiotic..... Idiotic.....	45 40	Idiotic..... Idiotic.....	Munday..... Munday.....	Genesee..... Genesee.....	Congenital. Congenital.
{ Male..... { Female.....	31 26	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	27 23	Intelligent..... Intelligent.....	Thetford..... Thetford.....	Genesee..... Genesee.....	Brain fever. Catarrh.
{ Male..... { Female.....	32 31	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	28 27	Intelligent..... Intelligent.....	Thetford..... Thetford.....	Genesee..... Genesee.....	Spinal fever. Brain fever.
{ Male..... { Female.....	46 38	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	45 33	Intelligent..... Intelligent.....	Vienna..... Vienna.....	Genesee..... Genesee.....	Scarlet fever. Brain fever and paralysis.
{ Male..... { Female.....	38 26	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	35 36	Intelligent..... Intelligent.....	Flint, 2d ward..... Flint, 2d ward.....	Genesee..... Genesee.....	Fever. Congenital.
{ Male..... { Female.....	35 23	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	32 33	Intelligent..... Intelligent.....	Flint, 3d ward..... Flint, 3d ward.....	Genesee..... Genesee.....	Scarlet fever. Gathering in head.
{ Male..... { Female.....	46 40	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	Unk. 34	Intelligent..... Intelligent.....	Flint, 3d ward..... Flint, 3d ward.....	Genesee..... Genesee.....	Congenital. Scarlet fever.
{ Female..... { Male.....	8 6	Single..... Single.....	Deaf and dumb..... Deaf and dumb.....	Unk. 6	Intelligent..... Intelligent.....	Flint School for Deaf..... Flint School for Deaf.....	Genesee..... Genesee.....	Unknown. Congenital.
{ Female..... { Female.....	11 10	Single..... Single.....	Partially deaf and dumb..... Partially deaf and dumb.....	11 10	Intelligent..... Intelligent.....	Flint School for Deaf..... Flint School for Deaf.....	Genesee..... Genesee.....	Congenital. Congenital.
{ Male..... { Female..... { Female.....	15 13 29	Single..... Single..... Single.....	Partially deaf and dumb..... Deaf and dumb..... Deaf and dumb.....	14 13 29	Intelligent..... Intelligent..... Intelligent.....	Flint School for Deaf..... Flint School for Deaf..... Calumet.....	Genesee..... Genesee..... Houghton.....	Typhoid fever. Congenital. Congenital.
{ Male..... { Male.....	16 11	Single..... Single.....	Deaf and dumb..... Deaf and dumb.....	16 11	Intelligent..... Intelligent.....	Flint School for Deaf..... Flint School for Deaf.....	Genesee..... Genesee.....	Congenital. Congenital.

* Insane 4 years, blind 7 years.

STATISTICAL INFORMATION

EXHIBIT A.—CONTINUED.

Sex.	Age in years.	Conjugal condition.	Name and degree of malady.	Time in years afflicted	Mental condition.	Township or city from which reported.	County from which reported.	Assigned causes of malady.
{ Female ----- { Male -----	14 14	Single ----- Single -----	Deaf and dumb ----- Partially deaf and dumb -----	12 13	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Spinal fever. Spinal fever.
{ Male ----- { Female -----	21 23	Single ----- Single -----	Partially deaf and dumb ----- Partially deaf and dumb -----	21 23	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Congenital. Congenital.
{ Male ----- { Female -----	13 16	Single ----- Single -----	Partially deaf and dumb ----- Deaf and dumb -----	11 Unk.	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Teething. Unknown.
{ Male ----- { Male -----	14 8	Single ----- Single -----	Partially deaf and dumb ----- Deaf and dumb -----	14 8	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Congenital. Congenital.
{ Male ----- { Female ----- { Female ----- { Male ----- { Male -----	16 18 20 17 19	Single ----- Single ----- Single ----- Single ----- Single -----	Deaf and dumb ----- Deaf and dumb ----- Partially deaf and dumb ----- Partially deaf and dumb ----- Deaf and dumb -----	16 Unk. Unk. 17 17	Intelligent ----- Intelligent ----- Intelligent ----- Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf ----- Flint School for Deaf ----- Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee ----- Genesee ----- Genesee ----- Genesee -----	Congenital. Congenital. Spinal fever. Unknown. Congenital. Fever.
{ Male ----- { Male -----	13 11	Single ----- Single -----	Deaf and dumb ----- Deaf and dumb -----	13 11	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Congenital. Congenital.
{ Male ----- { Male -----	16 9	Single ----- Single -----	Deaf and dumb ----- Deaf and dumb -----	16 Unk.	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Congenital. Unknown.
{ Male ----- { Female ----- { Female -----	21 20 19	Single ----- Single ----- Single -----	Partially deaf and dumb ----- Partially deaf and dumb ----- Partially deaf and dumb -----	21 20 19	Intelligent ----- Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee ----- Genesee -----	Congenital. Congenital. Congenital.
{ Female ----- { Male -----	16 10	Single ----- Single -----	Partially deaf and dumb ----- Partially deaf and dumb -----	Unk. 10	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Unknown. Congenital.
{ Male ----- { Male -----	20 14	Single ----- Single -----	Deaf and dumb ----- Deaf and dumb -----	18 14	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Earsache. Congenital.
{ Female ----- { Male ----- { Male -----	14 12 6	Single ----- Single ----- Single -----	Deaf and dumb ----- Deaf and dumb ----- Deaf and dumb -----	14 12 6	Intelligent ----- Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf ----- Dwight -----	Genesee ----- Genesee ----- Huron -----	Congenital. Congenital. Congenital.
{ Male ----- { Female -----	19 15	Single ----- Single -----	Partially deaf and dumb ----- Deaf and dumb -----	19 15	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Congenital. Congenital.
{ Male ----- { Male -----	11 9	Single ----- Single -----	Partially deaf and dumb ----- Partially deaf and dumb -----	11 9	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Congenital. Congenital.

{ Female ----- { Female -----	10 14	Single ----- Single -----	Deaf and dumb ----- Deaf and dumb -----	4 11	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Mumps ----- Spinal fever. -----
{ Male ----- { Male -----	15 10	Single ----- Single -----	Partially deaf and dumb ----- Deaf and dumb -----	11 8	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Explosion. ----- Whooping-cough. -----
{ Female ----- { Female -----	18 14	Single ----- Single -----	Deaf and dumb ----- Deaf and dumb -----	18 14	Intelligent ----- Intelligent -----	Flint School for Deaf ----- Flint School for Deaf -----	Genesee ----- Genesee -----	Congenital. ----- Congenital. -----
{ Male ----- Male ----- Female ----- Male ----- Female ----- Male ----- Female ----- Male -----	49 38 41 39 37 35 26 23 53	Single ----- Single ----- Single ----- Single ----- Single ----- Single ----- Single ----- Single -----	Idiotie ----- Idiotie ----- Idiotie ----- Idiotie ----- Idiotie ----- Idiotie ----- Idiotie ----- Idiotie -----	49 38 41 39 37 35 26 23 53	Idiotie ----- Idiotie ----- Idiotie ----- Idiotie ----- Idiotie ----- Idiotie ----- Idiotie ----- Idiotie -----	Fulton ----- Fulton ----- Fulton ----- Fulton ----- Fulton ----- Fulton ----- Fulton ----- Fulton -----	Gratiot ----- Gratiot ----- Gratiot ----- Gratiot ----- Gratiot ----- Gratiot ----- Gratiot ----- Gratiot -----	Congenital. ----- Congenital. ----- Congenital. ----- Congenital. ----- Congenital. ----- Congenital. ----- Congenital. ----- Congenital. -----
{ Female ----- { Female -----	29 46	Single ----- Widow -----	Idiotie ----- Idiotie -----	29 Unk.	Idiotie ----- Idiotie -----	Newark ----- Newark -----	Gratiot ----- Gratiot -----	Congenital. ----- Unknown. -----
{ Male ----- { Female -----	11 43	Single ----- Widow -----	Idiotie ----- Deaf and dumb -----	10 40	Idiotie ----- Intelligent -----	Cambria ----- Cambria -----	Hilledale ----- Hilledale -----	Fits. ----- Sickness. -----
{ Male ----- { Female -----	51 32	Married ----- Married -----	Deaf and dumb ----- Deaf and dumb -----	49 29	Intelligent ----- Intelligent -----	Fayette ----- Fayette -----	Hilledale ----- Hilledale -----	Fever. ----- Fever. -----
{ Female ----- { Male -----	43 Unk.	Single ----- Single -----	Epileptic ----- Epileptic -----	Unk. Unk.	Idiotie ----- Idiotie -----	Hilledale city ----- Hilledale city -----	Hilledale ----- Hilledale -----	Unknown. ----- Sunstroke. -----
{ Male ----- { Female -----	31 31	Married ----- Married -----	Deaf and dumb ----- Deaf and dumb -----	26 31	Intelligent ----- Intelligent -----	Calumet ----- Calumet -----	Houghton ----- Houghton -----	Scarlet fever. ----- Congenital. -----
{ Female ----- { Male -----	28 26	Single ----- Single -----	Deaf and dumb ----- Deaf and dumb -----	28 26	Intelligent ----- Intelligent -----	Calumet ----- Calumet -----	Houghton ----- Houghton -----	Congenital. ----- Congenital. -----
{ Female ----- { Female -----	22 18	Single ----- Single -----	Idiotie ----- Idiotie -----	22 18	Idiotie ----- Idiotie -----	Osceola ----- Osceola -----	Houghton ----- Houghton -----	Congenital. ----- Congenital. -----
{ Male ----- { Female -----	79 42	Widower ----- Single -----	Blind ----- Blind -----	36 25	Intelligent ----- Intelligent -----	Meade ----- Meade -----	Huron ----- Huron -----	Inflammation. ----- Inflammation. -----
{ Male ----- { Female -----	31 29	Single ----- Single -----	Deaf and dumb ----- Deaf and dumb -----	Unk. Unk.	Intelligent ----- Intelligent -----	Paris ----- Paris -----	Huron ----- Huron -----	Unknown. ----- Unknown. -----
{ Male ----- Male ----- Female -----	24 25 17	Single ----- Single ----- Single -----	Deaf and dumb ----- Deaf and dumb ----- Deaf and dumb -----	24 25 17	Intelligent ----- Intelligent ----- Intelligent -----	Sigel ----- Sigel ----- Sigel -----	Huron ----- Huron ----- Huron -----	Congenital. ----- Congenital. ----- Congenital. -----
{ Female ----- { Female ----- Female -----	15 9 6	Single ----- Single ----- Single -----	Idiotie ----- Idiotie ----- Idiotie -----	15 9 6	Idiotie ----- Idiotie ----- Idiotie -----	Stockbridge ----- Stockbridge ----- Stockbridge -----	Ingham ----- Ingham ----- Ingham -----	Congenital. ----- Congenital. ----- Congenital. -----

STATISTICAL INFORMATION

EXHIBIT A.—CONTINUED.

Sex.	Age in years.	Conjugal condition.	Name and degree of malady.	Time afflicted in years.	Mental condition.	Township or city from which reported.	County from which reported.	Assigned causes of malady.
{ Male ----- { Female -----	62 14	Married Single	Blind Deaf and dumb	11 14	Intelligent Intelligent	Vevay Vevay	Ingham Ingham	Gunshot. Congenital.
{ Male ----- { Female -----	31 31	Married Married	Deaf and dumb Deaf and dumb	31 31	Intelligent Intelligent	Williamstown Williamstown	Ingham Ingham	Congenital. Congenital.
{ Female ----- { Female -----	15 18	Single Single	Partially blind Partially blind	13 15	Intelligent Intelligent	School for Blind School for Blind	Ingham Ingham	Unknown. Unknown.
{ Male ----- { Male -----	13 14	Single Single	Partially blind Blind	13 14	Average Average	School for Blind School for Blind	Ingham Ingham	Unknown. Unknown.
{ Male ----- { Male -----	18 15	Single Single	Partially blind Partially blind	6 6	Intelligent Intelligent	School for Blind School for Blind	Ingham Ingham	Excessive swimming. Excessive swimming.
{ Female ----- { Female -----	22 16	Single Single	Blind Blind	23 16	Intelligent Intelligent	School for Blind School for Blind	Ingham Ingham	Congenital. Congenital.
{ Male ----- { Female -----	50 40	Married Married	Deaf and dumb Deaf and dumb	47 40	Intelligent Intelligent	Keene Keene	Ionla Ionla	Scarlet fever. Congenital.
{ Male ----- { Male -----	24 23	Single Single	Idiotic Idiotic	24 23	Idiotic Idiotic	Orange Orange	Ionla Ionla	Congenital. Congenital.
{ Female ----- { Female -----	6 43	Single Single	Deaf and dumb Insane	6 16	Intelligent Intelligent	Barleigh Barleigh	Iosco Iosco	Congenital. Overwork.
{ Female ----- { Male -----	43 13	Single Single	Idiotic Epileptic	43 12	Idiotic Idiotic	Chippewa Chippewa	Isabella Isabella	Congenital. Congenital.
{ Male ----- { Male -----	69 33	Married Single	Deaf and dumb Epileptic	64 11	Intelligent Idiotic	Coe Coe	Isabella Isabella	Inflammation. Blood poisoning.
{ Male ----- { Female -----	44 33	Married Married	Deaf and dumb Deaf and dumb	42 23	Intelligent Intelligent	Rives Rives	Jackson Jackson	Unknown. Scarlet fever.
{ Female ----- { Female ----- { Female -----	44 53 56	Single Single Single	Idiotic Idiotic Idiotic	44 53 56	Idiotic Idiotic Idiotic	Springport Springport Springport	Jackson Jackson Jackson	Congenital. Congenital. Congenital.
{ Male ----- { Female -----	51 71	Married Married	Deaf and dumb Deaf and dumb	46 2	Intelligent Intelligent	Jackson, 2d ward Jackson, 2d ward	Jackson Jackson	Diphtheria. Diphtheria.

33	Male	Married	Deaf and dumb	36	Intelligent	Jackson, 2d ward	Jackson	Fits.
36	Female	Married	Deaf and dumb	38	Intelligent	Jackson, 2d ward	Jackson	Diphtheria.
5	Male	Single	Deaf and dumb	5	Unknown	Jackson, 2d ward	Jackson	Congenital.
56	Male	Married	Deaf and dumb	54	Intelligent	Jackson, 7th ward	Jackson	Scarlet fever.
55	Female	Married	Deaf and dumb	55	Intelligent	Jackson, 7th ward	Jackson	Congenital.
24	Male	Married	Deaf and dumb	23	Intelligent	Charleston	Kalamazoo	Croup.
25	Female	Married	Deaf and dumb	24	Intelligent	Charleston	Kalamazoo	Croup.
34	Male	Married	Deaf and dumb	29	Intelligent	Ross	Kalamazoo	Unknown.
33	Female	Married	Deaf and dumb	Unk.	Intelligent	Ross	Kalamazoo	Unknown.
53	Male	Married	Deaf and dumb	53	Intelligent	Schoolcraft	Kalamazoo	Congenital.
26	Female	Single	Deaf and dumb	26	Intelligent	Schoolcraft	Kalamazoo	Congenital.
16	Male	Single	Idiotie	16	Idiotie	Bowne	Kent	Congenital.
27	Male	Single	Idiotie	27	Idiotie	Bowne	Kent	Congenital.
27	Male	Single	Deaf and dumb	27	Intelligent	Byron	Kent	Congenital.
32	Male	Single	Deaf and dumb	32	Intelligent	Byron	Kent	Congenital.
24	Female	Single	Idiotie	24	Idiotie	Caledonia	Kent	Consanguinity of parents.
14	Male	Single	Idiotie	14	Idiotie	Caledonia	Kent	Consanguinity of parents.
30	Female	Single	Idiotie	30	Idiotie	Grattan	Kent	Congenital.
55	Female	Married	Insane	4	Unknown	Grattan	Kent	Sick headache.
45	Male	Married	Partially blind.	45	Intelligent	Grand Rapids, 7th ward	Kent	Unknown.
41	Female	Married	Partially blind.	36	Intelligent	Grand Rapids, 7th ward	Kent	Inflammation.
51	Male	Married	Partially blind.	51	Intelligent	Grand Rapids, 7th ward	Kent	Congenital.
58	Female	Married	Blind	54	Intelligent	Grand Rapids, 7th ward	Kent	Accident.
18	Female	Single	Idiotie	13	Idiotie	Chase	Lake	Congenital.
11	Male	Single	Idiotie	11	Idiotie	Chase	Lake	Congenital.
54	Male	Single	Deaf and dumb	54	Intelligent	Imlay	Lapeer	Congenital.
52	Male	Single	Deaf and dumb	52	Intelligent	Imlay	Lapeer	Congenital.
36	Male	Married	Deaf and dumb	30	Intelligent	Lapeer city	Lapeer	Scarlet fever.
36	Female	Married	Partially deaf and dumb	36	Intelligent	Lapeer city	Lapeer	Spasms.
28	Male	Single	Epileptic	27	Average	Blissfield	Lenawee	Paralysis.
11	Male	Single	Dumb	10	Average	Blissfield	Lenawee	Brain fever.
74	Male	Married	Insane	40	Intelligent	Franklin	Lenawee	Unknown.
26	Female	Single	Insane	5	Intelligent	Franklin	Lenawee	Fright.
45	Male	Single	Idiotie	Unk.	Idiotie	Macon	Lenawee	Unknown.
61	Female	Single	Idiotie	58	Idiotie	Macon	Lenawee	Fits.
28	Male	Married	Deaf and dumb	26	Intelligent	Palmyra	Lenawee	Scarlet fever.
31	Female	Married	Deaf and dumb	31	Intelligent	Palmyra	Lenawee	Congenital.

STATISTICAL INFORMATION

EXHIBIT A.—CONTINUED.

Sex.	Age in years.	Conjugal condition.	Name and degree of malady.	Time of onset of malady.	Mental condition.	Township or city from which reported.	County from which reported.	Assigned causes of malady.
{ Male	16	Single	Idiotic	Unk.	Idiotic	Tecumseh	Lenawee	Unknown.
{ Male	12	Single	Idiotic	Unk.	Idiotic	Tecumseh	Lenawee	Unknown.
{ Female	63	Married	Insane	12	Unknown	Garfield	Mackinac	Unknown.
{ Female	14	Single	Epileptic, deaf and dumb	14	Idiotic	Garfield	Mackinac	Congenital.
{ Male	7	Single	Deaf and dumb	7	Average	Garfield	Mackinac	Congenital.
{ Male	4	Single	Deaf and dumb	4	Average	Garfield	Mackinac	Congenital.
{ Female	17	Single	Insane	17	Average	Harrison	Macomb	Congenital.
{ Male	13	Single	Idiotic	13	Idiotic	Harrison	Macomb	Congenital.
{ Male	21	Single	Dumb	20	Idiotic	Lenox	Macomb	Congenital.
{ Male	33	Married	Deaf and dumb	33	Intelligent	Lenox	Macomb	Congenital.
{ Male	31	Single	Deaf and dumb	31	Intelligent	Lenox	Macomb	Congenital.
{ Female	27	Single	Idiotic	27	Idiotic	Macomb	Macomb	Congenital.
{ Male	25	Single	Idiotic	25	Idiotic	Macomb	Macomb	Congenital.
{ Male	33	Single	Deaf and dumb	33	Intelligent	Sterling	Macomb	Congenital.
{ Male	30	Single	Deaf and dumb	30	Intelligent	Sterling	Macomb	Congenital.
{ Female	20	Single	Deaf and dumb	20	Intelligent	Sterling	Macomb	Congenital.
{ Female	12	Single	Deaf and dumb	12	Intelligent	Sterling	Macomb	Congenital.
{ Female	6	Single	Deaf and dumb	6	Intelligent	Sterling	Macomb	Congenital.
{ Female	17	Single	Idiotic	17	Idiotic	Sterling	Macomb	Congenital.
{ Male	15	Single	Idiotic	15	Idiotic	Sterling	Macomb	Congenital.
{ Male	14	Single	Deaf and dumb	10	Intelligent	Mt. Clemens, 3d ward	Macomb	Sanstroke.
{ Male	11	Single	Deaf and dumb	11	Intelligent	Mt. Clemens, 3d ward	Macomb	Congenital.
{ Female	43	Widow	Epileptic	16	Idiotic	Manistee	Manistee	Unknown.
{ Male	35	Single	Epileptic	15	Average	Manistee	Manistee	Unknown.
{ Male	35	Single	Epileptic	5	Idiotic	Champion	Marquette	Unknown.
{ Male	32	Single	Epileptic	32	Idiotic	Champion	Marquette	Congenital.
{ Male	33	Married	Deaf and dumb	33	Intelligent	Michigamme	Marquette	Congenital.
{ Female	27	Married	Deaf and dumb	27	Intelligent	Michigamme	Marquette	Congenital.
{ Male	33	Married	Deaf and dumb	31	Intelligent	Riverton	Mason	Scarlet fever.
{ Female	19	Married	Deaf and dumb	Unk.	Intelligent	Riverton	Mason	Unknown.

Sex		Marital		Physical		Mental		Social		Heredit.	
Male	Female	Single	Married	Partially deaf and dumb	Partially deaf and dumb	Average	Idiot	Summit	Mason	Heredit.	and consanguinity.
6	4	6	4	Partially deaf and dumb	Partially deaf and dumb	Average	Idiot	Summit	Mason	Heredit.	and consanguinity.
36	40	36	40	Partially deaf and dumb	Partially deaf and dumb	Average	Idiot	Summit	Mason	Heredit.	and consanguinity.
69	43	69	43	Partially blind	Partially blind	Intelligent	Idiot	Mt. Haley	Midland	Smoke.	Measles.
55	25	55	25	Blind	Blind	Intelligent	Idiot	Ash	Monroe	Gun shot.	Congenital.
22	22	22	22	Idiot	Idiot	Idiot	Idiot	Ash	Monroe	Congenital.	Congenital.
Unk.	Unk.	Unk.	Unk.	Deaf and dumb	Deaf and dumb	Intelligent	Idiot	Raisinville	Monroe	Sickness.	Sickness.
32	48	32	48	Idiot	Idiot	Idiot	Idiot	Fair Plain	Montcalm	Congenital.	Congenital.
73	71	73	71	Blind	Blind	Intelligent	Idiot	Ferris	Montcalm	Inflammation.	Cataract.
40	41	40	41	Deaf and dumb	Deaf and dumb	Intelligent	Idiot	Briley	Montmorency	Paralysis.	Brain fever.
8	3	8	3	Deaf and dumb	Deaf and dumb	Intelligent	Idiot	Vienna	Montmorency	Congenital.	Congenital.
62	48	62	48	Deaf and dumb	Deaf and dumb	Average	Idiot	Moorland	Muskegon	Scarlet fever.	Scarlet fever.
12	33	12	33	Idiot	Idiot	Idiot	Idiot	Muskegon	Muskegon	Heredit.	Congenital.
46	46	46	46	Blind	Blind	Intelligent	Idiot	Muskegon, 8th ward	Muskegon	Congenital.	Inflammation.
25	21	25	21	Idiot	Idiot	Idiot	Idiot	Denver	Newaygo	Congenital.	Unknown.
24	31	24	31	Deaf and dumb	Deaf and dumb	Unknown	Unknown	Grant	Newaygo	Unknown.	Unknown.
58	49	58	49	Deaf and dumb	Deaf and dumb	Intelligent	Idiot	Independence	Oakland	Scarlet fever.	Measles.
50	41	50	41	Deaf and dumb	Deaf and dumb	Intelligent	Idiot	Troy	Oakland	Scarlet fever.	Unknown.
57	30	57	30	Deaf and dumb	Deaf and dumb	Intelligent	Idiot	Clay banks	Oceana	Scarlet fever.	Scarlet fever.
45	13	45	13	Epileptic	Epileptic	Intelligent	Idiot	Golden	Oceana	Unknown.	Unknown.

STATISTICAL INFORMATION

EXHIBIT A.—CONTINUED.

Sex.	Age in years.	Conjugal condition.	Name and degree of malady.	Time in which afflicted.	Mental condition.	Township or city from which reported.	County from which reported.	Assigned causes of malady.
{ Male..... } Female.....	19 24	Single..... Single.....	Idiotie..... Idiotie.....	19 24	Idiotie..... Idiotie.....	Grand Haven city..... Grand Haven city.....	Ottawa..... Ottawa.....	Congenital, Congenital.
{ Female..... } Male.....	46 24	Married..... Single.....	Epileptic..... Epileptic.....	46 24	Intelligent..... Idiotie.....	Blumfield..... Blumfield.....	Saginaw..... Saginaw.....	Congenital. Congenital.
{ Male..... } Male.....	5 3	Single..... Single.....	Deaf and dumb..... Deaf and dumb.....	5 3	Intelligent..... Intelligent.....	Bridgeport..... Bridgeport.....	Saginaw..... Saginaw.....	Congenital. Congenital.
{ Male..... } Male.....	15 27	Single..... Single.....	Epileptic..... Epileptic.....	6 8	Intelligent..... Intelligent.....	Saginaw city..... Saginaw city.....	Saginaw..... Saginaw.....	Unknown. Spinal disease.
{ Female..... } Male.....	13 10	Single..... Single.....	Idiotie..... Idiotie.....	13 10	Idiotie..... Idiotie.....	Saginaw city..... Saginaw city.....	Saginaw..... Saginaw.....	Congenital. Congenital.
{ Male..... } Female.....	24 31	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	24 31	Intelligent..... Intelligent.....	Saginaw city..... Saginaw city.....	Saginaw..... Saginaw.....	Congenital. Congenital.
{ Female..... } Male.....	64 33	Widow..... Single.....	Insane..... Insane.....	30 6	Intelligent..... Intelligent.....	Maple Valley..... Maple Valley.....	Sanilac..... Sanilac.....	Heredity. Heredity.
{ Male..... } Male.....	46 32	Single..... Single.....	Deaf and dumb..... Idiotie.....	42 32	Average..... Idiotie.....	Maple Valley..... Maple Valley.....	Sanilac..... Sanilac.....	Measles. Congenital.
{ Male..... } Female.....	20 14	Single..... Single.....	Epileptic..... Dumb.....	18 11	Average..... Average.....	Moore..... Moore.....	Sanilac..... Sanilac.....	Congestion. Whooping-cough.
{ Female..... } Male.....	15 22	Single..... Single.....	Idiotie..... Idiotie.....	8 22	Idiotie..... Idiotie.....	Sanilac..... Sanilac.....	Sanilac..... Sanilac.....	Unknown. Congenital.
{ Female..... } Female.....	62 34	Married..... Single.....	Insane..... Idiotie.....	3 34	Average..... Idiotie.....	Sanilac..... Sanilac.....	Sanilac..... Sanilac.....	Unknown. Congenital.
{ Male..... } Female.....	47 40	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	47 40	Intelligent..... Intelligent.....	Speaker..... Speaker.....	Sanilac..... Sanilac.....	Congenital. Congenital.
{ Female..... } Male.....	59 70	Married..... Married.....	Insane..... Insane.....	Unk. Unk.	Idiotie..... Idiotie.....	Caledonia..... Caledonia.....	Shiawassee..... Shiawassee.....	Unknown. Unknown.
{ Female..... } Male.....	9 6	Single..... Single.....	Idiotie..... Idiotie.....	9 6	Idiotie..... Idiotie.....	New Haven..... New Haven.....	Shiawassee..... Shiawassee.....	Congenital. Congenital.
{ Male..... } Female.....	12 22	Single..... Single.....	Idiotie..... Idiotie.....	9 18	Idiotie..... Idiotie.....	New Haven..... New Haven.....	Shiawassee..... Shiawassee.....	Fits. Fits.

{ Female Female	11 6	Single Single	Epileptic Epileptic	8 6	Idiotic Idiotic	Rush Rush	Shiawasee Shiawasee	Consanguinity of parents. Consanguinity of parents.
{ Male Female	47 53	Married Married	Deaf and dumb Deaf and dumb	Unk. Unk.	Intelligent Intelligent	Venice Venice	Shiawasee Shiawasee	Unknown. Unknown.
{ Male Female	43 32	Married Married	Deaf and dumb Deaf and dumb	43 33	Intelligent Intelligent	Owosso city Owosso city	Shiawasee Shiawasee	Congenital. Congenital.
{ Female Male	24 22	Single Single	Deaf and dumb Deaf and dumb	24 22	Intelligent Intelligent	Brookway Brookway	St. Clair St. Clair	Congenital. Congenital.
{ Female Male	51 48	Married Married	Deaf and dumb Deaf and dumb	49 46	Intelligent Intelligent	Burtchville Burtchville	St. Clair St. Clair	Fever. Sickness.
{ Male Male	50 88	Single Widower	Idiotic Blind	50 12	Idiotic Intelligent	Casco Casco	St. Clair St. Clair	Congenital. Cold.
{ Female Female	46 7	Married Single	Idiotic Deaf and dumb	17 7	Idiotic Intelligent	Casco Casco	St. Clair St. Clair	Confinement. Congenital.
{ Female Male	43 44	Single Single	Idiotic Idiotic	43 Unk.	Idiotic Idiotic	Wales Wales	St. Clair St. Clair	Congenital. Masturbation.
{ Female Female	37 31	Single Married	Deaf and dumb Deaf and dumb	37 31	Intelligent Intelligent	Wales Port Huron, 3d ward	St. Clair St. Clair	Congenital. Brain fever.
{ Male Male	7 12	Single Single	Blind Blind	7 Unk.	Intelligent Intelligent	Port Huron, 5th ward Port Huron, 5th ward	St. Clair St. Clair	Congenital. Injury.
{ Female Female	40 36	Single Single	Blind Blind	40 36	Intelligent Intelligent	Flowerfield Flowerfield	St. Joseph St. Joseph	Congenital. Congenital.
{ Male Female	45 33	Single Single	Idiotic Idiotic	45 33	Idiotic Idiotic	Nottawa Nottawa	St. Joseph St. Joseph	Consanguinity of parents. Consanguinity of parents.
{ Female Female	23 58	Single Married	Idiotic Blind	22 25	Idiotic Average	Nottawa White Pigeon	St. Joseph St. Joseph	Consanguinity of parents. Exposure in army.
{ Male Female	10 44	Single Married	Idiotic Deaf and dumb	10 44	Idiotic Intelligent	White Pigeon Sturgis, 2d ward	St. Joseph St. Joseph	Congenital. Congenital.
{ Female Female	40 42	Married Married	Deaf and dumb Dumb	40 34	Intelligent Intelligent	Sturgis, 2d ward Fair Grove	St. Joseph Tuscola	Congenital. Fever.
{ Male Female	30 24	Single Single	Dumb Deaf and dumb	27 24	Intelligent Intelligent	Fair Grove Novesta	Tuscola Tuscola	Congenital. Scarlet fever.
{ Male Female	59 6	Single Single	Deaf and dumb Idiotic	59 6	Idiotic Idiotic	Novesta Angusta	Washtenaw Washtenaw	Congenital. Heredit.
{ Female Female	23 21	Single Single	Idiotic Deaf and dumb	23 20	Idiotic Intelligent	Angusta Lima	Washtenaw Washtenaw	Heredit. Scarlet fever.

EXHIBIT A.—CONCLUDED.

Sex.	Age in years.	Conjugal condition.	Name and degree of malady.	Time afflicted in years.	Mental condition.	Township or city from which reported.	County from which reported.	Assigned causes of malady.
{ Male..... { Male..... { Male.....	56 59 63	Single..... Single..... Single.....	Idiotic..... Idiotic..... Idiotic.....	56 59 63	Idiotic..... Idiotic..... Idiotic.....	Pittsfield..... Pittsfield..... Pittsfield.....	Washtenaw..... Washtenaw..... Washtenaw.....	Congenital. Congenital. Congenital.
{ Male..... { Female.....	64 62	Single..... Single.....	Idiotic..... Idiotic.....	64 62	Idiotic..... Idiotic.....	Pittsfield..... Pittsfield.....	Washtenaw..... Washtenaw.....	Congenital. Congenital.
{ Male..... { Male.....	13 11	Single..... Single.....	Deaf and dumb..... Dumb.....	13 11	Intelligent..... Intelligent.....	Ann Arbor city..... Ann Arbor city.....	Washtenaw..... Washtenaw.....	Congenital. Congenital.
{ Male..... { Female.....	40 38	Married..... Married.....	Deaf and dumb..... Deaf and dumb.....	40 38	Intelligent..... Intelligent.....	Canton..... Canton.....	Wayne..... Wayne.....	Scarlet fever. Congenital.
{ Male..... { Male.....	25 23	Single..... Single.....	Deaf and dumb..... Deaf and dumb.....	25 23	Intelligent..... Intelligent.....	Ecorse..... Ecorse.....	Wayne..... Wayne.....	Congenital. Congenital.
{ Female..... { Female..... { Male.....	10 8 4	Single..... Single..... Single.....	Deaf and dumb..... Deaf and dumb..... Deaf and dumb.....	10 8 4	Intelligent..... Intelligent..... Intelligent.....	Ecorse..... Ecorse..... Ecorse.....	Wayne..... Wayne..... Wayne.....	Congenital. Congenital. Congenital.
{ Female..... { Male..... { Male.....	24 24 12	Single..... Single..... Single.....	Deaf and dumb..... Epileptic..... Insane.....	23 23 9	Intelligent..... Idiotic..... Insane.....	Grosse Point..... Grosse Point..... Grosse Point.....	Wayne..... Wayne..... Wayne.....	Scarlet fever. Unknown. Fright.
{ Female..... { Female..... { Male.....	45 43 50	Single..... Single..... Married.....	Blind..... Blind..... Blind.....	46 Unk. Unk.	Intelligent..... Intelligent..... Intelligent.....	Plymouth..... Plymouth..... Plymouth.....	Wayne..... Wayne..... Wayne.....	Congenital. Unknown. Unknown.
{ Male..... { Male..... { Female.....	27 37 36	Single..... Married..... Married.....	Deaf and dumb..... Deaf and dumb..... Deaf and dumb.....	27 37 30	Intelligent..... Intelligent..... Intelligent.....	Sumpter..... Sumpter..... Sumpter.....	Wayne..... Wayne..... Wayne.....	Congenital. Congenital. Scarlet fever.
{ Female..... { Female.....	54 26	Married..... Single.....	Insane..... Epileptic.....	21 23	Intelligent..... Intelligent.....	Van Buren..... Van Buren.....	Wayne..... Wayne.....	Unknown. Unknown.
{ Male..... { Male..... { Male..... { Male.....	24 23 21 14	Single..... Single..... Single..... Single.....	Idiotic..... Idiotic..... Idiotic..... Idiotic.....	18 20 19 14	Idiotic..... Idiotic..... Idiotic..... Idiotic.....	Wyandotte, 3d ward..... Wyandotte, 3d ward..... Wyandotte, 3d ward..... Wyandotte, 3d ward.....	Wayne..... Wayne..... Wayne..... Wayne.....	Nose bleed. Fits. Fits. Congenital.
{ Male..... { Male.....	35 37	Single..... Single.....	Deaf and dumb..... Deaf and dumb.....	35 37	Intelligent..... Intelligent.....	Harring..... Harring.....	Wexford..... Wexford.....	Congenital. Congenital.

THIRTEENTH BIENNIAL REPORT
OF THE
MICHIGAN STATE BOARD
OF
CORRECTIONS AND CHARITIES
1895-96

BY AUTHORITY

CHANGES IN THE BOARD DURING 1895-96.

The term of office of Hon. James M. Neasmith expired January 1, 1895, and Hon. James M. Shepard of Cassopolis was appointed his successor. Dr. Samuel Bell resigned the office of Commissioner to accept the appointment of Medical Superintendent of the Upper Peninsula Hospital for the Insane, and Dr. Edward W. Jenks was appointed to the vacancy thus made.

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MEMBERS OF THE BOARD.

THE GOVERNOR OF THE STATE, JOHN T. RICH,	Ex Officio.
HERBERT A. FORREST, SAGINAW; TERM EXPIRES,	JAN. 1, 1897.
DR. EDWARD W. JENKS, DETROIT; TERM EXPIRES,	JAN. 1, 1899.
RT. REV. GEO. D. GILLESPIE, GRAND RAPIDS, (THIRD) TERM EXPIRES,	JAN. 1, 1901.
JAMES W. SHEPARD, CASSOPOLIS, TERM EXPIRES,	JAN. 1, 1903.

OFFICERS OF THE BOARD.

RT. REV. GEO. D. GILLESPIE, **CHAIRMAN.**
LUCIUS C. STORRS, LANSING, **SECRETARY.**

COMMITTEE

ON LIBRARY,	{ JAMES M. SHEPARD. EDWARD W. JENKS, M. D.
ON PLANS OF JAILS AND POOR HOUSES, . . .	{ HERBERT A. FORREST. RT. REV. GEO. D. GILLESPIE.

LETTER OF TRANSMITTAL.

To the Honorable JOHN T. RICH, Governor:

The State Board of Corrections and Charities herewith respectfully transmits to you its thirteenth biennial report as required by law. It covers the period ending June 30, 1896, with the exception of the proceedings of this Board under section 6, act 206, laws of 1881, as amended by section 6, act 86, laws of 1889, which it is deemed important to include in this report.

□ The duties required of the State Board of Corrections and Charities since 1871, when the law was enacted which established such Board (act 192, being Howell's annotated statutes, section 9887), have been increased and enlarged from time to time by subsequent legislation.

Act 192, session laws 1871, required, in brief, that at least once in each year one of the members of the board, or its secretary, should visit and examine into the condition of each and every city and county poor house, county jail or other place for the detention of criminals or witnesses; also that at least once in each year the Board, or a majority of it, with its secretary, should visit each State charitable, penal and reformatory institution, to ascertain the condition of such institutions, their government and management.

The Board was also authorized and directed, whenever the Governor should so order, to make special investigation as to alleged abuses in any of the institutions which by the act it was authorized to visit.

At the time of the passage of this act the State institutions required to be thus visited numbered five, that number has increased until now fifteen institutions must be visited under this act. The county poor houses have increased from forty-five to seventy-two; and the county jails from fifty-five to eighty-two.

The legislature of 1881 added to the duties of the Board by the enactment of section 6 and 7, act 206, laws of 1881 (amended by sections 6 and 7, act 86, laws of 1889). Section 6 requires that the proposed appropriation, to be submitted to each legislature, for "current expenses," and for "special purposes" of the State charitable, penal and reformatory institutions, shall first be submitted to the Board of Corrections and Charities, that such Board shall visit the institutions thus submitting estimates, investigate carefully the condition and needs of the same, consider the proposed appropriations, and report its opinion of the same.

Section 7 requires that the plans of buildings, proposed system of sewerage, ventilation and heating in State charitable, penal and reformatory

institutions shall be submitted to the Board of Corrections and Charities, who shall examine such plan or system and file its opinion regarding the same with the boards of the institutions submitting them.

The legislature of 1883 provided for an Asylum for Dangerous and Criminal Insane, and by section 28, act 180, laws of 1883, the Board of Corrections and Charities was required to visit the asylums for the insane which should make application for the transfer of inmates to the Asylum for dangerous and Criminal Insane, investigate the cases and report all facts regarding them, to the Governor.

The legislature of 1891, by act 47, provided for the commitment of the pauper insane of Wayne county to the asylum of such county; section 1 of such act provided for State support of certain inmates in such institution, and required that before the Board of State Auditors allowed the accounts for such State maintenance, a certificate of the State Board of Corrections and Charities should be filed with it, stating that such insane persons had received proper treatment and care.

The legislature of 1895, by act 84, provided that no bill shall be allowed under any contract of the State for the care of State insane patients in private asylums, except upon the certificate of the State Board of Corrections and Charities that such insane patients have received proper treatment and care.

The Board in pursuing its duties under the law has found gross and widespread ignorance regarding our State institutions, their purposes and the scope of their work. Ignorance, also, of important social questions, and so an entire lack of interest in matters vital to the well being of our State. To dissipate such ignorance, to acquaint our people with our many State institutions, and to arouse an interest in the noble work which such institutions are doing, to call attention to and emphasize the great importance of a proper solution of some of the social questions in which the best interests of our commonwealth are involved; has led the Board to go outside and beyond the strict letter of the law—though in its opinion, in full accord with its spirit—and supplement the exact duties prescribed, by the distribution of printed documents, the holding of conventions and other meetings, and by addresses and lectures. The Board arranged for the following seven lectures, namely, "The elimination of the criminal," by Rev. C. F. Swift of Lansing; "State care of epileptics and imbeciles," by Dr. Hal C. Wyman of Detroit; "The scientific aspect of philanthropy," by Rabbi Louis Grossman of Detroit; "Jails," by Hon. Levi L. Barbour of Detroit; "Prevalent doctrine of method of handling delinquents," by Rev. Wm. Knight of Saginaw; "Relation of society to the delinquent," by Rev. Lee S. McColester of Detroit; and "Some causes of crime," by Rt. Rev. Geo. D. Gillespie of Grand Rapids. These lectures, or a portion of them, were delivered, on invitation, at our State Normal School, at the University of Michigan, and at Olivet, Alma and Hillsdale colleges.

The acknowledgments of the Board are due to the above named gentlemen for such services rendered gratis, and are hereby extended with sincere thanks.

The board issues two papers annually: "The Prison Sunday," in the interest of the observance in our churches of a stated Sunday in October as Prison Sunday, and "Public Charities," through which to disseminate information regarding our State, county and private charities, and arouse an interest in their work. A large amount of other printed matter has

been distributed from the office of the Board, at the request of persons to whom it was sent, not only to all parts of our own country, but to foreign countries as well.

An annual convention of the Board is held in conjunction with the county agents' association, as reported elsewhere in this report.

Addresses have been made by the secretary, on request, on Prison Sunday, at a union meeting held at the Church of our Father in Detroit on "Misdemeanants," and before the Detroit branch of the association of Collegiate Alumni, on "A woman's prison for Michigan."

The duties required of the State Board of Corrections and Charities, by the above named provisions of law, have been fulfilled, and the proceedings of the Board under each is shown in its respective division in the subjoined report.

Very respectfully yours,

GEO. D. GILLESPIE, *Chairman*,
HERBERT A. FORREST,
EDW'D W. JENKS,
JAMES M. SHEPARD.

L. C. STORRS, *Secretary*.

PROCEEDINGS OF THE BOARD.

UNDER SECTION 6, ACT NO. 206, LAWS OF 1881, AS AMENDED BY
SECTION 6, ACT 86, LAWS OF 1889.

The boards of our State charitable, penal and reformatory institutions have submitted to the Board of Corrections and Charities estimates for "current expenses" and for "special purposes" for the years 1897 and 1898. These have been carefully considered and the required reports have been made by the Board of Corrections and Charities to the boards of control submitting them.

The Board before entering upon its duties required by this act obtained from the institutions uniform statements, which gave, quite in detail, the expenditures for current expenses for the calendar year 1895, and estimated needs for like expenses for 1897 and 1898. In this way estimates have been secured as nearly uniform as could be hoped for, considering the difference in the character of the institutions, and allowing for this difference, a fair comparison can be arrived at.

The estimates for current expenses are based on the *estimated* per cent of increase of inmates in the institution for the *next* full biennial period over the like next preceding period; but for many reasons even estimates made on this basis are unreliable, and this Board is of the opinion that the way to obviate the difficulty is to provide for the support and maintenance of inmates in institutions which now have to *estimate* the number to be provided for, and receive appropriations on such estimates, upon the same plan as that adopted for the support and maintenance of inmates in our asylums for the insane, viz:; a certain amount per day per capita of inmates that have actually been maintained, such per capita amount to be established by the Legislature.

There are also contingencies arising in the institutions which cannot be estimated and which in the opinion of the board of control are quite exigent in their character; this leads to estimating, with a large margin, the items in which experience has taught such contingencies arise. In the opinion of this Board closer aggregate estimates could be made, and the result every way would be better if a general contingent fund could be established under the supervision of some suitable board, say the Board of State Auditors, on whose approval funds could be drawn to meet such exigencies as they arise in each of the institutions.

Table showing the aggregate of the following proposed appropriation for 1897-8, asked by State institutions, and those not favored and those favored by the State Board of Corrections and Charities.

Institution.	Asked.	Favored.	Not favr'd
Michigan Asylum for the Insane.....	\$31,250 00	\$26,250 00	\$5,000 00
1 Upper Peninsula Hospital for the Insane.....	150,108 00	111,623 00	38,985 00
Asylum for Dangerous and Criminal Insane.....	8,975 00	8,975 00	-----
School for the Blind—current expenses (2 years).....	57,780 00	57,780 00	-----
School for the Deaf { Current expenses (2 years).....	150,500 00	150,500 00	-----
{ Specials	75,625 00	27,525 00	48,100 00
State Public School { Current expenses (2 years).....	62,000 00	62,000 00	-----
{ Specials.....	3,571 75	3,571 75	-----
Home for Feeble-minded and Epileptic { Current exps. (2 yrs.)..	99,700 00	85,868 00	13,832 00
{ Specials.....	152,200 00	146,550 00	5,650 00
Industrial Home for Girls { Current expenses (2 years).....	85,718 80	85,718 80	-----
{ Specials	5,970 00	4,450 00	1,520 00
Industrial School for Boys { Current expenses (2 years).....	120,000 00	120,000 00	-----
{ Specials	9,000 00	9,000 00	-----
State prison.....	30,000 00	30,000 00	-----
2 State House of Correction and Reformatory.....	12,700 00	12,700 00	-----
3 House of Correction and branch prison in the Upper Pen.....	46,500 00	6,000 00	14,000 00
Totals	\$1,097,548 55	\$943,461 55	\$124,087 00

1 Cow barn and root house.....	\$2,500 00
2 Hog house.....	1,000 00
3 } Schoolhouse, etc.....	14,500 00
} Shop.....	12,000 00
Total.....	\$30,000 00

Unable to form opinion on these because no plans were submitted, as provided by law, on which to base it.

APPROPRIATIONS

PROPOSED BY BOARDS OF STATE CHARITABLE, PENAL AND REFORMATORY INSTITUTIONS, FOR 1897-98, AND THE REPORT OF THE STATE BOARD OF CORRECTIONS AND CHARITIES ON THE SAME, ARE SHOWN IN THE FOLLOWING COMMUNICATIONS:

EASTERN MICHIGAN ASYLUM.

Pontiac, Michigan, September 11, 1896.

L. C. STORRS, Esq., *Secretary Board of Corrections and Charities:*

MY DEAR SIR—At a meeting of the Board of Trustees held at the Asylum, yesterday, I was instructed to write you to the effect that it was not the intention of the Board of Trustees of the Eastern Michigan Asylum to ask from the legislature any special appropriation. They will, however, ask authority to build from funds in the Asylum treasury a new laundry and install an electric light plant. We should be pleased to have the Board of Corrections and Charities visit the institution in order that they may themselves be impressed with the urgent need for these improvements.

Very truly yours,

E. A. CHRISTIAN,

Secretary.

Lansing, Mich.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, Oct. 24, 1896.

E. A. CHRISTIAN, M. D., *Medical Superintendent Eastern Michigan Asylum, Pontiac, Michigan:*

DEAR SIR—At a meeting of this Board, held the 15th inst., your communication of September 11, last, was presented and considered. The Board, while desirous of being of service when called upon, particularly when so courteous a request as yours was is extended, decided that, as no appropriation was to be asked by your institution, it was not authorized to act.

Yours truly,

L. C. STORRS,

Secretary.

NORTHERN MICHIGAN ASYLUM.

Traverse City, Mich., September 14, 1896.

HON. L. C. STORRS, *Secretary State Board of Corrections and Charities:*

DEAR SIR—Yours of the 8th inst. has been received. The Board of Trustees for the Northern Michigan Asylum do not contemplate asking appropriations from the coming Legislature for this institution.

Yours very respectfully,

JAMES D. MUNSON,

Medical Superintendent.

Lansing, Michigan.

UPPER PENINSULA HOSPITAL FOR THE INSANE.

Newberry, Mich., August 31, 1896.

To the State Board of Corrections and Charities, Lansing, Mich.:

GENTLEMEN—I submit below the estimates of appropriations, made by the Board of this institution, for the years 1897 and 1898, as provided by section 6, act 86, laws 1889:

FOR CONSTRUCTION OF BUILDINGS.

1 wing to infirmary	\$8,300 00
3 cottages, each \$22,000	66,000 00
1 water tower	20,000 00
1 addition to power house	5,071 00
3 cloister connections, each \$1,100	3,300 00
1 central heating plant	18,942 00
1 cow barn	1,500 00
1 brick oven	500 00
1 root house	1,000 00
	<hr/>
	\$124,613 00

FOR FURNISHINGS, FIXTURES, ETC.

1 infirmary wing	\$1,000 00
3 cottages, each \$3,250	9,750 00
Additional laundry machinery	175 00
Fencing, 700 rods at 30c	210 00
Sidewalks	1,360 00
Grading around present buildings	5,000 00
Storm windows	3,000 00
Tinting walls of 5 cottages	750 00
Horses, cows, vehicles, etc.	2,250 00
Farm implements	500 00
Clearing	500 00
Orchard, small fruits and landscape gardening	500 00
Library	500 00
	<hr/>
	25,495 00
	<hr/>
	\$150,108 00

Details of Appropriation Required.

Wing to Infirmary:

Excavation, 275 yds. at 25c	\$68 75
Footings, 664 sq. ft. at 30c	199 20
Cut stone and setting, 450 cu. ft. at \$1.20	540 00
Rubble work, 27 cords at \$16	432 00
Pressed brick, 30 M. at \$25	750 00
Common brick, 73 M. at \$12	864 00
Plastering (wire lath), 1,500 at 30c	450 00
Building paper, 2,500 lbs. at 2c	50 00
Factory work, including glass	640 00
Lumber, joists, studs and bonds, 28 M.	506 00
Maple flooring, 7 M. at \$33	231 00
Hardware, nails, weights, etc.	200 00
Carpenter labor	700 00
Painting	250 00
Plumbing	450 00
Electric wiring	85 00
Tile floors	60 00
Window guards, iron stairs, etc.	630 00
Galvanized iron (tiles and ventilation pipes)	600 00
Heating pipe and radiation	500 00
	<hr/>
	\$8,205 95

Say \$8,300.00.

*Cost of Heating Mains for Additional Buildings and Changes Necessary to Operate
Entire Plant from Central Boiler Plant. (Estimates made by Prof.
Cooky of U. of M.)*

350 ft. of tunnel at \$6 per ft.	\$2,100 00
Piping in tunnel, including connection to piping under the cloisters, covering and pipe stands	2,442 83
Piping under cloister, including covering and pipe stands	4,498 79
300 H. P. in boilers, including setting	5,100 00
Piping in boiler room	400 00
Moving and resetting boilers in infirmary	400 00
Feed pumps, receiver and connections	300 00
Bolts, gaskets and drip chambers	200 00
150 ft. brick stack	3,500 00
	<hr/>
	\$18,942 00

Power House:

Excavation, 700 cu. yds. at 20c	\$140 00
Footing, 600 sq. ft. at 30c	180 00
Rubble, 19 cords at \$16	304 00
Cut stone and setting, 425 ft. at 1.20	510 00
Pressed brick, 20 M. at \$25	500 00
Common brick, 60 M. at \$12	720 00
Factory work, glass, etc.	325 00
Lumber, 30 M.	600 00
Labor	600 00
Concrete floor, 427 yds. at \$1.50	640 50
Galvanized iron (roof tiles, etc.)	450 00
Painting	100 00
	<hr/>
	\$5,071 00

Cloister:

Excavation, 120 cu. yds. at 20c	\$24 00
Rubble work, 12 cords at \$16	192 00
Cut stone and setting, 210 ft. at \$1.20	252 00
Pressed brick, 9 M. at \$25	225 00
Common brick, 600 M. at \$12	6 00
Concrete, 55 yds. at 75c	41 25
Terra cotta cap., 4 yds. at \$10	40 00
Lumber, 3,000 ft.	60 00
Factory work, glass, etc.	100 00
Tin roof, 700 ft. at 9c	63 00
Plastering, 55 yds. at 30c	16 50
Painting	50 00
	<hr/>
Say \$1,100.00 each.	\$1,069 75

Root House:

25 cords stone at \$12	\$300 00
Carpenter labor	250 00
Lumber	200 00
Mill work	150 00
Shingles	80 00
Hardware	20 00
	<hr/>
	\$1,000 00

Cow Barn:

Lumber, 65 M. at \$12	\$780 00
Labor	650 00
Mill work	200 00
Painting	120 00
	<hr/>
	\$1,750 00

5 dozen tea spoons at \$1.50	\$7 50
5 dozen dessert spoons at \$2	10 00
2 dozen table spoons at \$2	4 00
1 carving set	2 00
1 cook knife	1 00
1 butcher knife	1 00
1/2 dozen potato knives at \$1	50
1 18-inch butcher saw	1 00
1 butcher steel	1 00
3 30-quart granite dish pans at \$1.25	3 75
3 21-quart granite dish pans at \$1	3 00
2 rice boilers at \$1	2 00
1 Chinese strainer	2 00
2 9-gallon stock pots at \$4	8 00
3 tubular cake tins at 10c	30
1 each 4, 6, 8, 12 and 14-quart sauce pans	12 00
1 each 8, 10 and 12-inch frying pans	1 00
6 assorted drip pans	1 00
1/2 dozen basting spoons at \$2	1 00
2 flesh forks at 50c	1 00
1 potato pounder	30
1 rolling pin	30
1 chopping bowl and knife	2 00
2 skimmers at 25c	50
1 toaster	25
6 granite milk pans at 40c	2 40
3 granite pudding pans at 50c	1 50
1 dozen gem tins	1 50
1 flour sieve	25
1 meat chopper	25
1 bread slicer	3 00
1 coffee mill	5 00
12 24-inch trays	4 00
12 16-inch trays	3 00
12 10-quart granite pails	8 00
6 garbage pails at \$1	6 00
1 dozen granite drinking cups	1 50
1 iron tea kettle	25
1 dozen granite basins	2 00
24 pie plates at 10c	2 40
2 cake cutters	20
1 dozen salt and pepper dredges	1 50
1 tea boiler	8 00
1 coffee boiler	8 00
1 dozen brooms	2 00
1 dozen mop cloths	1 50
1 dozen mop sticks	1 00
1/2 dozen dust brushes at \$5	2 50
1 dozen dust pans	1 00
2 axes	1 50
4 lanterns	3 00
150 yards cocoa matting at 55c	82 50
100 yards carpet at 75c	75 00
1/2 dozen door mats at \$20	10 00
300 feet 1 1/2-inch hose at 22c	66 00
5 Guibert reels at \$7	35 00
5 8-inch hose pipes at 50c	2 50
4 ladders at \$3	12 00
Total	<u>\$3,200 30</u>

SAM'L BELL, M. D.,
Medical Superintendent.

Grading \$5,000 00
 Two thousand dollars, in the opinion of this Board, will be abundant for the present for this purpose, and the item is approved at \$2,000.

Storm windows \$3,000 00

In the opinion of this Board the judicious expenditure of \$2,500 will meet the expense of making the buildings comfortable during the severe winter weather, and this item is approved at \$2,500.

Tinting walls of five cottages \$750 00 Not approved.
 Horses, cows, vehicles, etc. 2,250 00

This item is approved at \$1,500.

Farm implements 500 00

This item is approved at \$300.

Clearing 500 00

An appropriation of \$300, in the opinion of this Board, would cover the expense of all immediate needs in this line, and the item is therefore approved at \$300.

Orchard, small fruits, etc. \$500 00 Approved.
 Library 500 00

This amount seems larger than is needful for so small an asylum, therefore this Board would favor for the purpose only \$300.

Yours respectfully,

GEO. D. GILLESPIE,

L. C. STORRS, *Secretary.*

Chairman.

MICHIGAN ASYLUM FOR THE INSANE.

Kalamazoo, Mich., August 31, 1896.

To the Board of Corrections and Charities:

GENTLEMEN—The Board of Trustees of the Michigan Asylum for the Insane at Kalamazoo respectfully submit for your consideration, in accordance with section 417 of Howell's statutes, the following requests for special appropriations from the legislature of 1897:

1st. We respectfully ask for an appropriation of \$20,000.00 for the purpose of constructing a hospital building near the female department of the asylum for the treatment of acute and curable cases of insanity in women. We submit with this request a plan of a first and second floor of a hospital that will accommodate 40 patients, and an itemized estimate of the cost of constructing such a building:

2d. We ask for an appropriation of \$3,500.00 with which to construct a hose house and laboratory building and to purchase a hook and ladder wagon and outfit. The asylum has no place in which to keep hose wagons and carts. It very much needs a hook and ladder truck with the necessary ladders and other appliances and it certainly needs a mortuary building and pathological room. For economy we have combined these two buildings and ask for \$3,000.00 with which to construct them and for \$500.00 with which to purchase hook and ladder outfit. We present herewith plans and estimates of the cost of such a building.

3d. To provide additional safeguard against fire and improve the present system of ventilation in our main buildings we ask for an appropriation of \$3,250.00 with which to construct fire walls, put in fire doors and to provide ducts to carry foul air out through the roof. We present plans and itemized estimate for this.

4th. For replacing the entire wooden cornice on the female department with iron cornice an appropriation of \$4,500.00 is required. This is needed for the reason that the present cornice is rotted and in a dilapidated state and must be renewed soon, and as a further precaution against destruction by fire we deem it best that it shall be renewed by galvanized iron.

Very truly yours,

WM. M. EDWARDS,

Medical Superintendent.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, Oct. 30, 1896.

WM. M. EDWARDS, M. D., *Medical Supt. Michigan Asylum for the Insane, Kalamazoo, Mich.:*

DEAR SIR—Your communication to the State Board of Corrections and Charities submitting for its consideration and opinion the proposed appropriations for your institution for the years 1897 and 1898, was duly received.

The asylum was visited and "the condition and needs of the same investigated." We have carefully considered the appropriations proposed and respectfully submit herewith our opinion of the same.

Hospital building for acute and curable female patients..... \$20,000 00

Believing this to be a move in the direction of securing a more curative treatment of acute cases, the Board favors the item. The estimated cost is, in the opinion of the Board, reasonable, and is approved.

Hose and laboratory building..... \$3,000 00

Hook and ladder outfit 500 00

\$3,500 00

The Board is favorable to these items, but the plans of the building which were submitted showed much apparently useless room, and it is the opinion of the Board that ample room could be secured in a smaller building to cost not over \$2,500.00.

Fire walls and improved ventilation..... \$3,250 00

The lack of proper ventilation which exists in your old buildings, and the need of greater safeguard against fire in the attics of such buildings is apparent, and the item is approved.

Iron cornice to replace wooden cornice..... \$4,500 00

While this change is desirable, the Board is of the opinion that considering the present condition of the times, the expense might and should be deferred, and so must decline to approve of this item.

Yours respectfully,

GEO. D. GILLESPIE,

L. C. STORES, *Secretary.*

Chairman.

MICHIGAN ASYLUM FOR DANGEROUS AND CRIMINAL INSANE.

Ionia, Mich., Oct. 13, 1896.

L. C. STORES, *Secretary Board of Corrections and Charities, Lansing, Mich.:*

DEAR SIR—I herewith submit for consideration by your board a list of items agreed upon by the board of trustees of this asylum, as necessary additions to the institution, and to procure which the legislature of 1897 will be asked to appropriate the sum of \$3,975.

Laundry building..... \$1,000 00

Two metal washers 300 00

One engine..... 450 00

Steam dry room..... 300 00

Ironing machinery including iron heating stoves, mangle, etc.. 400 00

Centrifugal wringer, stationary tubs, etc. 225 00

Land for water supply (12 or 15 acres) 1,000 00

Tile floor, kitchen and two water closets 300 00

Very respectfully,

O. R. LONG,

Medical Superintendent.

MICHIGAN HOME FOR FEEBLE MINDED AND EPILEPTIC.

Lapeer, Mich., September 30, 1896.

To the State Board of Corrections and Charities, Lansing, Mich.:

GENTLEMEN—I submit below the estimates of appropriations, made by the board of this institution, for the years 1897 and 1898, as provided by section 6, act 86, laws 1889, with a statement of our expenditures for the year ending December 31, 1896.

SUMMARY OF APPROPRIATIONS NEEDED FOR THE YEARS 1897 AND 1898.

For current expenses, \$51,757 for each year, total..... \$103,514 00
 Less estimated earnings..... 3,814 00

Appropriation needed..... \$99,700 00

On the basis of the following classification:

Items.	Estimated needs for each of above yrs.	Amount expended, calendar year 1896, 4 months.
1. Salaries and wages.....	\$13,922 00	\$3,237 54
Superintendent.....	\$2,000 00	-----
Steward.....	1,000 00	-----
Stenographer.....	870 00	-----
Matron.....	480 00	-----
Nurses (regularly employed, not special) 1 at \$380 and 1 at \$300	680 00	-----
Assistant cottage managers (other than teachers) 12 attendants at \$240	2,880 00	-----
Supervisors (other than teachers) 8 at \$240	720 00	-----
Teachers (number, salary paid each, aggregate) 6 at \$300	1,800 00	-----
Three night watches, \$120	360 00	-----
Watchman.....	360 00	-----
Baker.....	400 00	-----
Cook, 1 at \$380 and 1 at \$300	680 00	-----
Janitor.....	200 00	-----
Tailor.....	600 00	-----
Housemaids (number) 8, at \$144	1,152 00	-----
Seamstress.....	150 00	-----
2. Food.....	9,500 00	1,635 96
3. Clothing.....	150 00	1,225 55
4. Laundry expenses.....	1,000 00	176 97
Supplies.....	\$400 00	-----
Labor.....	600 00	-----
5. Heating.....	4,600 00	370 55
Material.....	\$1,000 00	-----
Labor.....	600 00	-----
6. Light.....	1,500 00	314 34
7. Medical expenses.....	700 00	270 88
Supplies.....	\$600 00	-----
Nurses (special service only).....	100 00	-----
8. Stationery, printing, etc.....	720 00	331 31
9. Amusement and instruction.....	700 00	265 77
10. Household supplies.....	2,000 00	697 18
11. Furniture and bedding.....	1,980 00	870 96
12. Improvement and repairs.....	2,500 00	1,958 59
13. Tools and machinery.....	2,116 00	108 03
14. Farm, garden, stock and grounds.....	2,112 00	1,005 61
Farmers and gardeners) regularly employed; number, salary paid each)	-----	-----
1 at \$600, 1 at \$375, 1 at \$312, and 1 at \$300	\$1,487 00	-----
Farm labor.....	325 00	-----
Tools, implements, vehicles and material.....	400 00	-----
Seeds and plants.....	300 00	-----
Live stock.....	350 00	-----
Other expenses.....	350 00	-----
15. Freight and transportation (not otherwise classified).....	187 00	65 27
16. Miscellaneous expenses.....	700 00	1,499 72
17. Industrial training, carpenter shop, foreman, \$900, supplies, \$700; shoe shop, foreman, \$700, supplies, \$500; tailor shop, foreman, \$900, supplies \$900; dressmaking, forewoman, \$350, supplies, \$400	4,950 00	53 48
Totals.....	\$51,757 00	\$14,108 03
Less estimated earnings.....	1,907 00	-----
Appropriation needed.....	\$49,850 00	-----

Applications already made for admissions for which the institution has no accommodations, number over 300 feeble minded persons and an equal number of epileptics. All of these, and hundreds for whom no applications have as yet been made, are as much entitled to the State's care as those already provided for in the Home. Besides these there are now in the insane asylums of the State quite a number of insane epileptics, who, in accordance with the policy which prevails in other states, should be cared for in a separate institution. Thus far we have found it impracticable to undertake the care of epileptics in the Home, as buildings of special construction are desirable, and the sexes should be quite widely separated. We have, however, planned to erect a cottage for epileptics with the appropriation of \$18,000 made by the legislature at its last session and available during the year 1897.

While we appreciate the desirability for economy in the State expenditures, and for the reduction of taxes to the least possible figure, we deem it our duty to recommend at the least such appropriations as will provide for the feeble minded and epileptic of the State now seeking admission to the Home. To place our recommendations in shape where they can be acted upon by your Board and the legislature with reference to the specific and separate classes to be provided for, we submit the following regarding the estimates of special appropriations needed.

Three epileptic cottages with the one to be constructed this winter will enable us to care for the full number of epileptics who have applied for admission thus far with a little additional room for those who may apply during the coming two years.

Two new cottages for the feeble minded will allow us to double our capacity for this class, besides allowing us to grade the present inmates, something very much to be desired. An additional cottage similar to those should be allowed, which could be used as an administrative building, as well as permitting the superintendent to occupy it, thus bringing him in close proximity to his work.

It is necessary that the cottages should come in pairs, as only one sex can occupy a cottage under our plan.

Enlarging our present dining room and kitchen would then be an absolute necessity. By close figuring we have estimated that it will take at least \$18,000.

Enlarging the boiler house will take at least the amount asked for, to accommodate the necessary addition of boilers. The laundry has been occupying a portion of this building. It will, therefore, be necessary to construct a laundry building. This is one of the absolute fixtures of the institution. A proper building and outfit is a matter of economy, besides the washing of this class is in excess of any of the other institutions. A small addition of laundry machinery would also be necessary.

The increase of inmates would call for increased hospital facilities. The present building could be used as a general hospital, by giving us a low priced building for a contagious disease hospital. The sum asked is merely nominal.

The estimate for heating, furnishing and additional sewerage we believe are placed at the very lowest figure.

An industrial building to be used for carpentry, tailoring, dress making, shoe making and other light industries is very necessary. A great many of our inmates are able bodied and could be employed in these lines to the financial advantage of the institution. At the present time our facilities for employing this number are small, and in consequence a great many are idle, who might otherwise be employed. The price at which this building is figured would give us a very plain, substantial affair, and so constructed as to be easily enlarged.

The recommendations for the buildings we have designed we regard as very important. At the present time the superintendent of the Home is compelled to reside in a rented house distant a mile from the Home buildings and the teachers, matron and other employes, not attendants, are provided for in rooms intended for night attendants.

While an assembly hall would seem to be a desired necessity, yet for the present the upper portion of the new dining building could be so arranged as to be used for that purpose.

While we do not ask in the list of estimates for means to care for the epileptic insane, hundreds of whom are in the State asylums, if the Legislature should deem it wise to relieve the asylums of this class a building could be constructed for that purpose for a sum not to exceed \$100,000.

Respectfully submitted,

LOREN A SHERMAN,
GEO. N. GOLD,
JOHN HEVENER,

Board of Control of the Michigan Home for the Feeble Minded and Epileptic.

Laundry machinery \$1,300 00

The estimate of cost of the pieces required is quite in excess of that of like pieces required in other institutions, and the Board has therefore approved of the following:

One dry room.....		\$150 00	Approved.
One mangle.....	\$750 00	approved at	\$400 00
Two washers.....	400 00	" "	300 00

An aggregate of \$850 for laundry machinery.

Hospital building for contagious diseases..... 1,500 00

In the opinion of the Board a provision of this kind is very important, and the amount asked will doubtless be required. The item is favored by the Board.

Heating apparatus for six cottages.....	\$3,600 00
Heating apparatus for industrial building.....	400 00
Furnishing administration cottage.....	2,500 00

Are all approved.

Furnishing five cottages..... 10,000 00

In the opinion of the Board \$9,000 would prove ample for this purpose and this item is approved at \$9,000.

Furnishing hospital building.....	\$500 00	Approved.
Furnishing dining room and kitchen—range, \$300; kittles, \$250; utensils and dishes, \$450	1,000 00	Approved.
Sewerage.....	1,000 00	Approved.
Land, 160 acres.....	8,000 00	

The need of this additional land is apparent and the item is approved, and the Board would also strongly favor the securing of an extension of the option on the remaining portion of land which the commission appointed to select the site so wisely secured.

Yours respectfully,

GEO. D. GILLESPIE,

L. C. STORRS, *Secretary.*

Chairman.

STATE PUBLIC SCHOOL.

Coldwater, Mich., Nov. 6, 1896.

To the State Board of Corrections and Charities, Lansing, Mich.:

GENTLEMEN—I submit below the estimates of appropriations, made by the Board of this institution, for the years 1897 and 1898, as provided by Sec. 6, act 86, laws 1889; with a statement of our expenditures for the year ending December 31, 1895.

SUMMARY OF APPROPRIATIONS NEEDED FOR THE YEARS 1897 AND 1898.

For current expenses, \$31,000 for each year, total	\$62,000 00
Appropriation needed	\$62,000 00

THIRTEENTH BIENNIAL REPORT OF THE

Actual cost based on net current expenses.

(\$30,374.34, 1894-5; \$32,433.43, 1895-6.)

Per capita cost, based on total enrollment of inmates each year, same period, \$73.70 and \$69.03, respectively.

Per capita cost, based on average number of inmates for same time, \$177.71 and \$177.50, respectively.

Per capita cost, based on average number belonging (on sixty days' trial and in institution), for same time, \$114.84 and \$97.36, respectively.

Per capita cost, based on average of above three ways of estimating expense for same time, \$110.94 and \$91.36, respectively.

Estimated number of inmates for biennial period ending June 30, 98.

Estimated total enrollment each year of biennial period ending June 30, 1896, 800.

Estimated average number for same time, 173.

Estimated daily number belonging (on 60 days' trial and in institution) for same time, 345.

Estimated average of above three ways of estimating number of inmates, 373.

Estimated per capita needs for biennial period ending June 30, 1896.

(\$31,000 current expense.)

Estimated per capita needs based on total enrollment, \$51.00.

Estimated per capita needs based on average number of inmates, \$177.15.

Estimated per capita needs based on number belonging, \$99.86.

Estimated per capita needs based on average of above three estimates, \$93.11.

SPECIAL APPROPRIATION NEEDED.

We give below the aggregate of each; the details and items of which we submit on accompanying sheet:

1. Cement walks and fences.....	\$340 00
2. Laundry; washers, engine and repairs, water works and heating.....	1,225 00
3. Attendant and expenses.....	804 00
4. Painting and repairing buildings.....	1,202 75
Total	<u>\$3,571 75</u>

*Details of Appropriations Asked.**Cement Walks on Front Grounds of School:*

21 rods 3 ft. walk at 12c per sq. ft., outside.....	\$124 74
10 rods 3 ft. walk at 12c per sq ft., on grounds E. S.	59 40
	<u>\$184 14</u>

Fences:

150 rods wire fence at 70c.....	\$105 00
40 rods board fence at \$1.....	40 00
Incidentals.....	10 86
	<u>155 86</u>

\$340 00

Laundry Washers:

Two 32x46 with siding door, wood sheath, at \$250.....	\$500 00
--	----------

Engine:

On ten horse power horizontal engine for laundry.	
Engine to be placed on brick foundation with	
gear to run machines from above.....	450 00
	<u>\$950 00</u>

Water Works and Heating:

Outside closet at hospital.	
Material \$100; labor \$50.....	150 00

Isolating Cottage:

Place steam, hot and cold water, gas, bath tub,	
and wash basin in isolating cottage.	
Material \$100; labor \$25.....	125 00
	<u>1,225 00</u>

1,225 00

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, November 10, 1896.

PROF. A. J. MURRAY, *Supt. State Public School, Coldwater, Mich.:*

DEAR SIR—Your communication to the State Board of Corrections and Charities, submitting for its consideration and opinion the proposed appropriations for your institution, for the years 1897 and 1898, has been received. We visited the State Public School as required, and “investigated the conditions and needs of the same.” We have carefully considered the appropriations proposed, and respectfully submit herewith our opinion of the same.

Current expenses each year.....	\$31,000 00	Approved
Cement walks and fences.....	340 00	Approved
Laundry; washers, engine and repairs.....	960 00	
Water works and heating.....	275 00	
	<hr/>	
	\$1,225 00	

The condition of the old washers now in use is such that, in our opinion, they should be replaced. This is also the case of the old engine, and the item is approved.

The need of an outside water closet at the hospital is apparent, and is approved.

The isolating cottage should no longer lack proper heating and bathing facilities, the amount asked to put it in such proper shape is reasonable, and is approved.

Attendant and expenses..... \$804 00

The need of an escort for the little children who are being placed in homes, is beyond question. At the rate homes are being found for such the amount would seem no more than would be required, and the item is approved.

Painting and repairing \$1,202 75

The condition of the buildings named shows the need of the repairs contemplated to keep this State property in proper shape. The estimated expense for doing the work is, in the opinion of the Board reasonable, and the item is approved.

Yours respectfully,

GEORGE D. GILLESPIE,

Chairman.

L. C. STORRS, *Secretary.*

GENERAL STATISTICS.

Total number of inmates each year of the biennial period ending June 30, 1896.....	106
Average number of inmates each year of the biennial period ending June 30, 1896.....	106
Per capita cost to the State for same.....	\$284 89
Estimated total number of inmates each year of the biennial period ending June 30, 1898.....	126
Estimated average number of inmates each year of the biennial period ending June 30, 1898.....	126
Estimated per capita cost to the State for same, based on "estimated needs".....	\$350

T. W. CRISSEY,

F. S. WHEAT,

Board of Control Michigan School for the Blind.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, Oct. 17, 1896.

Board of Control Michigan School for the Blind, Lansing, Mich.:

GENTLEMEN—Your communication to the State Board of Corrections and Charities, submitting for its consideration and opinion the proposed appropriation for the School for the Blind, for the years 1897 and 1898, has been received. The School was visited and its "conditions and needs investigated." The appropriation proposed has been carefully considered, and we respectfully submit herewith our opinion of the same:

For current expenses, \$28,865 for each year..... \$57,730 00

The estimated increase in pupils seems fully warranted by your experience and by existing facts, and the amount named will, in our opinion, be required, and is therefore approved.

Yours respectfully,

GEO. D. GILLESPIE,

L. C. STORRS, *Secretary.**Chairman.*

MICHIGAN SCHOOL FOR THE DEAF.

Flint, Mich., July 17, 1896.

To the State Board of Corrections and Charities, Lansing, Mich.:

GENTLEMEN—I submit below the estimates of appropriations, made by the Board of this institution, for the years 1897 and 1898, as provided by section 6, act 86, laws 1889; with a statement of our expenditures for the year ending December 31, 1895:

SUMMARY OF APPROPRIATIONS NEEDED FOR THE YEARS 1897 AND 1898.

For current expenses, \$82,319.00 for each year, total.....	\$164,638 00
Less estimated earnings	14,138 00
Appropriation needed.....	\$150,500 00

BOARD OF CORRECTIONS AND CHARITIES.

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On the basis of the following classification:

Items.		Estimated needs for each of above yrs.	Amount expended calendar year 1896.
1. Salaries and wages.....		\$30,025 00	\$34,310 00
Superintendent.....	\$1,800 00		
Physician.....	500 00		
Steward.....	1,200 00		
Chief clerk.....	300 00		
Clerks.....	100 00		
Matron.....	500 00		
Assistant matron.....	300 00		
Nurses (regularly employed, not special).....	300 00		
Mending woman.....	250 00		
Visitors, attendants.....	825 00		
Supervisors (other than teachers), 1 at \$400; 2 at \$350; 2 at \$300.....	1,700 00		
Teachers (number, salary paid each, aggregate), 4 at \$1,200, 1 at \$1,100, 1 at \$850, 5 at \$625, 4 at \$600, 5 at \$450, 3 at \$400, 3 at \$350, 2 at \$300, 5 at \$250.....	18,225 00		
Watchman.....	450 00		
Baker.....	440 00		
Cooks, 1 at \$500, 1 at \$300.....	700 00		
Choreman.....	180 00		
Housemaids (number) 11 at \$150, 7 at \$125.....	2,525 00		
Seamstress.....	200 00		
2. Food.....		19,964 00	16,888 43
3. Clothing.....		100 00	88 83
4. Laundry expenses.....		1,806 00	1,558 07
Supplies.....	\$840 00		
Labor.....	965 00		
5. Heating.....		11,015 00	9,768 49
Material.....	\$9,225 00		
Labor.....	1,790 00		
6. Light.....		1,700 00	1,479 90
7. Medical expenses.....		500 00	304 05
Supplies.....	\$250 00		
Nurses (special service only).....	150 00		
Watches (special service only).....	100 00		
8. Stationery, printing, etc.....		800 00	784 62
9. Amusement and instruction.....		1,250 00	1,067 48
10. Household supplies.....		1,000 00	974 44
11. Furniture and bedding.....		1,500 00	1,418 06
12. Improvement and repairs.....		2,500 00	2,536 86
13. Tools and machinery.....		425 00	325 88
14. Farm, garden, stock and grounds.....		3,060 00	3,022 40
Farmers and gardeners (regularly employed, number, salary paid each), 1 at \$540, 2 at \$350, 1 at \$250.....	\$1,510 00		
Farm labor.....	250 00		
Tools, implements, vehicles and material.....	900 00		
Seeds and plants.....	180 00		
Live stock.....	600 00		
Other expenses.....	250 00		
15. Freight and transportation (not otherwise classified).....		100 00	112 66
16. Miscellaneous expenses.....		1,200 00	1,419 38
17. Industrial training, cabinet shop, foreman, \$350; supplies, \$300; shoe shop, foreman, \$700; supplies, \$600; printing office, foreman, \$300; supplies, \$500; tailor shop, foreman, \$700; supplies, \$500; dress making department, forewoman, \$350; supplies, \$150; art department, \$325; supplies, \$100.....		6,375 00	6,375 00
Totals.....		\$83,319 00	\$71,690 96
Less estimated earnings.....		8,069 00	
Appropriation needed.....		\$75,250 00	

GENERAL STATISTICS.

	First year.	Second year.
Total number of inmates each year of the biennial period ending June 30, 1896.....	374	382
Average number of inmates each year of the biennial period ending June 30, 1896.....	360.7	360.1
Per capita cost to the State for same.....	\$170 07	\$171 75
Estimated total number of inmates each year of the biennial period ending June 30, 1898.....	440	
Estimated average number of inmates each year of the biennial period ending June 30, 1898.....	430	
Estimated per capita cost to the State for same, based on "estimated needs".....	\$175 00	

SPECIAL APPROPRIATION NEEDED.

We give below the aggregate of each: the details and items of which we submit on accompanying sheets.

Shop building.....	\$5,000 00
School building.....	36,000 00
Dining room and kitchen.....	10,000 00
Hospital building.....	5,000 00
Stand pipes and hose.....	1,250 00
Steam pump.....	750 00
Land.....	5,000 00
Painting and calcimining.....	1,200 00
Roofs and gutters.....	750 00
Beds, bedsteads, mattresses, etc.....	2,000 00
Fences, walks and grounds.....	1,000 00
Cold storage.....	2,000 00
Gas engines, for printing office and laundry.....	1,500 00
Resetting and repairing boilers.....	1,600 00
Watchman's time detector.....	175 00
Kitchen range.....	900 00
Fire proof vault and safe.....	1,000 00
Library.....	500 00
Total	<u>\$75,625 00</u>

*Details of Appropriations Asked.**School Building:*

Excavating.....	\$120 00
600,000 bricks.....	4,800 00
150,000 face brick.....	1,800 00
Press brick, entrance.....	400 00
Cut stone.....	1,200 00
400 perch stone foundation.....	800 00
90 yds. cubic concrete footings.....	360 00
300 yds. sqr. floor finish.....	270 00
9,000 yds. plastering.....	1,800 00
Black boards.....	1,800 00
150 sqr. slate.....	1,350 00
150,000 bill stuff.....	2,100 00
Framing roof.....	1,000 00
15,000 roof boards.....	300 00
16,000 floor lining.....	192 00
25,000 maple flooring.....	1,000 00
Cornice 500 lin. feet.....	500 00
Dormers.....	200 00
Stairs.....	420 00
Windows, frames and finish (152).....	2,280 00
75 basement windows.....	228 00
71 doors and finish.....	1,000 00
Base and wainscoating.....	1,300 00
Plumbing.....	1,000 00
Painting and glazing.....	2,500 00
Tin and galvanized iron work.....	600 00
Hardware.....	600 00
Heating.....	2,600 00
Metal ceiling.....	1,000 00
Gas pipes and fixtures.....	500 00
Electric wires.....	200 00
Telephone and watchman's detector.....	100 00
Drains.....	150 00
Fire protection.....	450 00
Supervision and plans.....	1,000 00
Sundries.....	80 00

Work Shop:

140,000 brick.....	\$1,120 00
Excavating.....	25 00
Stone foundation.....	180 00
Concrete footings, 25 cu. yds.....	150 00
Cut stone.....	75 00
Iron work.....	350 00
Plastering ceilings.....	300 00
Floor linings 5,000.....	60 00
3,400 ft. of roof boards.....	40 00
13,000 bill stuff.....	156 00
Framing roof, etc.....	400 00
Cornice, 300.....	180 00
Vent on roof.....	25 00
Windows and finish, etc.....	424 00
Doors and finish, etc.....	100 00
Stair.....	100 00
25,000 shingles.....	150 00
Painting and glazing.....	350 00
Tin and galvanized iron work.....	300 00
Supervision.....	275 00

\$5,000 00
Addition to Dining Room:

150,000 brick.....	\$1,200 00
Excavating.....	50 00
Stone foundation, 290 perch.....	580 00
Cut stone.....	300 00
33 cubic yds. concrete footing.....	132 00
Concrete floor.....	300 00
Plastering, patching, etc.....	800 00
Tearing down jacks and iron truss, etc.....	3,500 00
20,000 bill stuff.....	280 00
Floor linings, etc., 6,000.....	72 00
6,000 maple flooring.....	240 00
7,000 roof boards.....	84 00
20,000 shingles.....	120 00
Tin roof and galvanized iron work.....	175 00
10 iron columns.....	200 00
Windows, finish, etc.....	360 00
Doors, finish, etc.....	150 00
Plumbing.....	300 00
Painting and glazing.....	400 00
Drains and sewers.....	50 00
Heating.....	350 00
Supervision and plans.....	300 00
Sundries.....	53 00

\$10,000 00
Hospital:

Excavating.....	\$55 00
Foundation.....	300 00
Brick work.....	1,610 00
Plastering.....	150 00
Cut stone.....	300 00
Bill stuff.....	480 00
Flooring and lining.....	225 00
Roofing.....	315 00
Carpenter work.....	855 00
Painting and glass.....	360 00
Plumbing and sewers.....	350 00

\$5,000 00

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES,
Lansing, September 25, 1896.

PROF. F. D. CLARKE, *Superintendent School for the Deaf, Flint, Mich.:*

MY DEAR SIR—Your communication to this Board, submitting for its consideration and opinion the proposed appropriation of your institution for the years 1897 and 1898 had the attention of such Board at its meeting held the 23d inst.

The School had been visited and its "conditions and needs investigated." The appropriations proposed have been carefully considered, and we respectfully submit herewith our opinion of the same.

Current expenses, each year..... \$75,250 00=\$150,500 00

While this is a somewhat larger amount than has been required in the past for like purpose, still, owing to the large increase in the numbers admitted to the school, the amount asked, in the opinion of the Board, will be required, and is approved.

Shop building..... \$5,000 00

The new and additional industries which it is designed to introduce and teach to the deaf by this outlay, and the additional room which will be much needed, and will be secured in the main building by the transfer of trades rooms from it to a shop, warrants the expense and is approved by this Board.

School building..... \$36,000 00

While it is true that the institution is very much cramped for school rooms, and some now in use are dark and unfit for the purpose, still, in the opinion of this Board, considering the financial condition of the taxpayers and the large amount of the appropriation asked for the purpose, such improvement should be deferred for a time; that the use of the present school rooms be continued, that more light be secured in them by whitening the brick walls opposite the windows that they may reflect more light, which will in some degree overcome present objections. The Board, therefore, must report unfavorably on this item.

Hospital building..... \$5,000 00

The Board can see no reason for changing its opinion regarding this item from that expressed in its letter to you of October 5, 1894, and as then, and for like reasons, approves this item at \$2,500.

Dining room and kitchen..... \$10,000 00

As the present dining room was designed to accommodate 250 pupils and can hold at the most but 300, and that number only with much crowding, and as some 440 pupils have been entered now, there seems to be no question as to the need of this betterment. The amount estimated for it is doubtless as close as an estimate for such work can be made, and is approved.

Stand pipe and hose \$1,250 00

As this is required to secure better fire protection, and the amount asked is based on the cost of those now in use, the item is approved.

Steam pump..... \$750 00

The old pump which has seen long service, and is badly worn, should be replaced with a new and reliable one. This item is approved.

Land \$5,000 00

While the purchase of this land is very desirable and the circumstances seem to favor it at this time, still, in the opinion of this Board, considering the times, it perhaps better be deferred and therefore the item is not approved.

Painting and calcimining \$1,200 00

The Board favors six hundred dollars for this item.

Roofs and gutters \$750 00

The constant repairing required to slate roofs, and the large amount of such and of gutters at the school, will, in the opinion of this Board, require this. The item is approved.

Beds, bedsteads, mattresses, etc. \$2,000 00

In consideration of the fact that \$1,500 is asked for furniture and bedding in the current expense appropriation, it hardly seems that more than \$1,000 additional will be needed for new outfits, and this item is approved at \$1,000.

Fences, walks and grounds \$1,000 00

In the opinion of this Board half of this amount should be made to do for this purpose and the item is approved at \$500.

Cold storage \$2,000 00

While it is very desirable in our large institutions to have such provision to secure and keep a certain class of stores, such convenience just at this time should be omitted, therefore it is not approved.

Gas engines (2) \$1,500 00

Much is required of an engine at the school. The expense now incurred to fire up your great boilers when steam is only needed to run such is great, and doubtless could be largely reduced had you gas engines to do the work required. In the opinion of this Board this provision will be in the line of real economy, and is approved.

Resetting and repairing boilers \$1,600 00

We are creditably informed that such work has not been done in many years, and the conditions show its importance now, and the item is approved.

Watchman's time detector, \$175; kitchen range, \$900; and fire proof vault, \$1,000. These items are approved.

Library \$500 00

The Board would suggest that book binding be taught the pupils of the school, and that they rebind all books which need it, and at this time only such appropriation be made as is necessary to accomplish this.

Yours respectfully,

L. C. STORRS, *Secretary.*

GEORGE D. GILLESPIE,
Chairman.

SUPERINTENDENT'S OFFICE,
Flint, Mich., Oct. 2, 1896. }

MR. L. C. STORRS, *State Board of Corrections and Charities, Lansing, Mich.:*

DEAR SIR—In answer to yours of the 25th, I am directed by our Board of Trustees to say that they appreciate the financial distress of the taxpayers as fully as any one, and agree to all the reductions, which in the opinion of your Board are necessary, with the exception of the item, "School building, \$38,000."

We beg to again respectfully call the attention of your Board to the fact that if this appropriation is not made it will be four years before we can get any relief. With twenty-eight teachers in the school at once, we have only twenty-four rooms that we can use for school purposes. In this number are included the chapel, which is not at all fitted for school purposes, and eleven rooms so dark as to endanger the eyesight of the pupils using them.

It is hardly necessary to add that deaf children use their eyes much more continuously in school than the hearing, and being already deprived of one sense, any injury to another is a much more serious affair. Whitening the brick wall would improve the light to some extent, but not enough, and would not affect the number of rooms at all.

We cannot but think that if your Board would visit the school while the children are here, and see how they are crowded into improper school rooms, you would take a different view of the necessity of this appropriation, and so we respectfully ask you to reconsider your action and approve this item.

F. D. CLARKE,
Superintendent.

STATE OF MICHIGAN,
 BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, Oct. 21, 1896.

PROF. F. D. CLARKE, *Superintendent School for the Deaf, Flint, Mich.:*

DEAR SIR—Your favor of the 2d inst., requesting the Board to reconsider its action regarding the item "School building, \$38,000," in your proposed appropriation for 1897 and 1898, was presented to the Board at its meeting held here the 15th inst., and your request was complied with. As stated in the Board's letter of Sept. 25, last, in the opinion of this Board some of your school rooms are "dark and unfit for the purpose" and relief from this should be had, but in these times nothing more than this should be attempted. With this in view this board would favor the construction of such portion of a school building as would be needed for such purpose, the plan of the building to be such that this could be done, with a view to its being carried out in full at some future, more propitious time.

Yours respectfully,
 L. C. STORRS,
Secretary.

INDUSTRIAL HOME FOR GIRLS.

Adrian, October 6, 1896.

To the State Board of Corrections and Charities, Lansing, Mich.:

GENTLEMEN—I submit below the estimates of appropriations, made by the Board of this institution, for the years 1897 and 1898, as provided by section 6, act 86, laws 1889; with a statement of our expenditures for the year ending December 31, 1895.

SUMMARY OF APPROPRIATIONS NEEDED FOR THE YEARS 1897 AND 1898.

For current expenses, \$15,059.40 for each year, total	\$90,118 80
Less estimated earnings	4,400 00
Appropriations needed	\$85,718 80

BOARD OF CORRECTIONS AND CHARITIES.

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On the basis of the following classification:

Items.	Estimated needs for each of above yrs.	Amount expended, calendar year 1895.
1. Salaries and wages.....	\$11,775 00	\$10,698 78
Superintendent.....	\$1,000 00	1,000 00
Assistant superintendent and clerk.....	600 00	800 00
Steward, purchasing agent.....	300 00	450 00
Store keeper and office assistant.....	450 00	450 00
6 cottage managers (other than teachers).....		2,170 99
7 cottage managers.....	2,475 00	
1 assistant cottage manager (other than teacher).....	300 00	300 00
8 home keepers.....	2,400 00	
Supervisors (other than teachers), 7 home keepers.....		2,073 97
6 teachers (number, salary paid each, aggregate), at \$300.....		1,828 73
2 relief officers, three relief officers, 1897.....	900 00	661 25
7 teachers at \$300.....	2,100 00	
Chapel service, including Catholic.....	150 00	140 50
Watchman.....	600 00	588 34
Driver.....	480 00	446 00
2. Food (363 persons at 8c a day).....	10,570 40	8,376 86
3. Clothing (350 persons at \$14).....	4,900 00	3,732 34
4. Laundry expenses.....	673 00	577 29
Supplies.....	\$373 00	277 29
Labor.....	300 00	300 00
5. Heating.....	6,587 00	5,646 68
Material.....	\$4,719 00	4,045 01
Labor.....	1,668 00	1,601 67
6. Light.....	850 00	765 53
7. Medical expenses.....	775 00	730 02
Supplies.....	\$180 00	146 42
Physicians (special service only).....	65 00	64 00
Nurses (special service only).....	150 00	140 60
Physician.....	380 00	379 00
8. Stationery, printing, etc.....	659 09	577 18
9. Amusement and instruction.....	775 00	257 78
10. Household supplies.....	1,640 00	1,406 42
11. Furniture and bedding.....	800 00	1,719 64
12. Improvement and repairs.....	900 00	2,170 60
13. Tools and machinery.....	500 00	510 99
14. Farm, garden, stock and grounds.....	3,100 00	3,308 48
Farmers and gardeners (regularly employed, number, salary paid each).....	\$300 00	600 00
2 farm hands, 1 \$420, 1 \$384.....	804 00	798 74
Farm labor, by day.....	46 00	88 88
Tools, implements, vehicles and material, new wagon.....	300 00	126 98
Seeds and plants.....	225 00	212 26
Live stock.....	1,000 00	1,428 97
Other expenses.....	125 00	107 70
15. Freight and transportation (not otherwise classified).....	200 00	174 09
16. Miscellaneous expenses.....	75 00	65 15
17. Industrial training.....	500 00	387 16
Material.....	\$200 00	37 16
Teacher.....	300 00	300 00
Totals.....	\$45,759 40	\$40,970 60
Less estimated earnings.....	2,200 00	*2,235 19
Appropriation needed.....	\$42,559 40	\$38,735 41

* Receipts.

GENERAL STATISTICS.

Total number of inmates each year of the biennial period ending June 30, 1896, 340-350; 87 out on trial.

Average number of inmates each year of the biennial period ending June 30, 1896, 261; 108 out on trial.

Per capita cost to the State for same, \$95.95.

Estimated total number of inmates each year of the biennial period ending June 30, 1897, 400.

Estimated average number of inmates each year of the biennial period ending June 30, 1897, 325.

Estimated per capita cost to the State for same, based on "estimated needs," \$95.83.

SPECIAL APPROPRIATION NEEDED.

We give below the aggregate of each; the details and items of which we submit on accompanying sheets.

Painting six cottages and farm house.....	\$1,520 00
New floors in Honor and Gillespie cottages, study rooms, dining rooms and halls.....	250 00
Twenty-four acres of land.....	2,000 00
Renewal of water tanks now fifteen years old.....	600 00
To attach administration building to present central heating system.....	1,200 00
Fire escapes for Palmer, Central and Alger cottages.....	400 00
	<hr/>
	\$5,970 00

Details of Appropriations Asked.

Land—Rent at \$85 per year has been paid for several years. It seems that the \$2,000 would be better invested in this, than paying such rent for pasturage. If we owned the land, part of it could be fenced in and raise all our potatoes on it. Wood for at least a year, could be had merely by cleaning up and clearing out unnecessary wood and brush.

Now that our family has increased to three hundred, not including officers, we should have more land. It took off a good portion of what we had for building ground for the cottage and engineer's house. This leaves us short of tilled soil for garden purposes.

Floors—Floors in Honor and Gillespie need repairing badly. The study and dining rooms, halls and bath rooms, are all old and about *worn out*.

Water Tanks—The water tanks have been in use fifteen years, and we greatly fear they will some day spring a leak. They need attention at once.

Heating Administration Building from Central System.

Detroit, Mich., Oct. 8, 1896.

MR. DAVID METCALF, of Board of Guardians, Adrian, Mich.:

DEAR SIR—I have figured on the cost of running a 4-inch pipe from the present cross main line with a 2-inch return pipe in the administration building and the return connected in to the main return in the brick duct. This includes the 6-inch wooden casing for the steam line and all the wooden casing for the 2-inch return pipe digging and laying. This would cost as near as I can figure \$920. If we use 5-inch main from cross main to administration building it would cost \$1,037.95, with 2-inch return pipe and casing and connections same as before, as mentioned, 175 feet of 6-inch pipe with necessary fittings and connections and labor necessary to connect with the present 6-inch pipe and run the 6-inch main to the point where the main branches for administration building would be supplied. This would cost about \$200.

Yours truly, A. HARVEY.

Yours truly,

LUCY M SICKELS,
Superintendent.

On the basis of the following classification:

Items.		Estimated needs for each of above yrs.	Amount expended, calendar year 1886.
1. Salaries and wages.....		\$18,716 00	\$14,785 61
Superintendent.....	\$1,500 00		
Assistant superintendent.....	1,200 00		
Physician.....	500 00		
Bookkeeper.....	900 00		
Stenographer.....	300 00		
Clerks: 1 receiving clerk and pianist.....	660 00		
Matron.....	480 00		
Assistant matron.....	300 00		
Nurses (regularly employed, not special).....	300 00		
Cottage managers (other than teachers), one.....	600 00		
Overseers of grounds, one.....	420 00		
Supervisors (other than teachers), one.....	600 00		
Teachers (number, salary paid each, aggregate), ten at \$300.....	3,000 00		
one at.....	700 00		
one at.....	600 00		
Watchman, two at \$540.....	1,080 00		
Baker, one.....	480 00		
Cook, one.....	300 00		
Housemaids (number) four at \$240, three at \$192.....	1,536 00		
One blacksmith.....	480 00		
One florist.....	480 00		
One assistant engineer.....	300 00		
2. Food.....		15,000 00	15,009 59
3. Clothing.....		5,840 00	6,533 42
4. Laundry expenses.....		500 00	242 00
Supplies.....	\$200 00		
Labor.....	300 00		
5. Heating.....		6,620 00	6,697 00
Material.....	\$5,900 00		
Labor.....	720 00		
6. Light.....		1,800 00	1,664 63
7. Medical expenses.....		540 00	623 32
Supplies.....	\$400 00		
Nurses (special service only).....	140 00		
8. Stationery, printing, etc.....		844 00	845 08
9. Amusement and instruction.....		600 00	517 46
10. Household supplies.....		1,800 00	1,578 10
11. Furniture and bedding.....		1,300 00	715 22
12. Improvement and repairs.....		2,500 00	2,474 73
13. Tools and machinery.....		400 00	308 19
14. Farm, garden, stock and grounds.....		4,140 00	5,891 66
Farmers and gardeners (regularly employed, number, salary paid each), one.....	\$800 00		
One assistant farmer.....	420 00		
Farm labor, one teamster \$300, one herdsman \$420.....	720 00		
Tools, implements, vehicles and material.....	600 00		
Seeds and plants.....	200 00		
Live stock.....	600 00		
Other expenses.....	1,000 00		
15. Freight and transportation (not otherwise classified).....		1,200 00	1,147 19
16. Miscellaneous expenses.....		1,200 00	1,232 00
17. Industrial training: One shoemaker \$600, one tailor \$600, one painter \$600, one printer \$600, one carpenter \$600, one cane-shop overseer \$600, one seamstress \$600.....		3,900 00	3,416 42
Totals.....		\$64,000 00	\$52,609 11
Less estimated earnings.....		4,000 00	
Appropriation needed.....		\$60,000 00	

MICHIGAN STATE PRISON.

Jackson, Mich., September 8, 1896.

To the State Board of Corrections and Charities, Lansing, Mich.:

GENTLEMEN—I submit below the estimates of appropriations, made by the Board of this institution, for the years 1897 and 1898, as provided by section 6, act 86, laws 1889.

SPECIAL APPROPRIATION NEEDED.

We give below the aggregate of each, the details and items of which we submit on accompanying sheets.

For building new north wall on prison grounds, one thousand and four and one-third feet (1,004½) in length.....	\$20,000 00
Details have been heretofore submitted and are understood by the Board.	
For general repairs in and about the prison including renewals and repairs to cells.	
For the year 1897.....	5,000 00
For the year 1898.....	5,000 00
Total	<u>\$30,000 00</u>

The above special appropriations have been approved by the Board of Control of the Michigan State Prison.

WM. CHAMBERLAIN,
Warden.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, October 17, 1896.

MR. WILLIAM CHAMBERLAIN, Warden of Michigan State Prison, Jackson, Mich.:

DEAR SIR—Your communication submitting for the consideration and action of the Board of Corrections and Charities the proposed appropriations for your institution for the years 1897 and 1898 was duly received. The needs for the same have been investigated by the Board at the prison, and the estimates carefully considered at a meeting of the Board held at its office the 15th inst. Its opinion regarding them is as follows:

For building north wall to prison grounds..... \$20,000 00

Two necessary objects will be attained by the building of a new wall on the north side of the prison enclosure, namely, much needed additional room will be secured by enclosing and so utilizing a large strip of land belonging to the State, now lying outside the north wall, and, what is more important, will make the prison more secure by removing the wall further from the shops, and increasing its height quite materially. This item is approved.

For general repairs, \$5,000 each year..... \$10,000 00

Experience has demonstrated the need of this amount to keep the State property committed to your care in proper repair, and it is therefore approved.

Yours respectfully,

L. C. STORRS, Secretary.

GEORGE D. GILLESPIE,
Chairman.

STATE HOUSE OF CORRECTION AND REFORMATORY.

*Ionis, September 24, 1896.**To the State Board of Corrections and Charities, Lansing, Mich.:*

GENTLEMEN—I submit below the estimates of appropriations, made by the Board of this institution, for the years 1897 and 1898, as provided by Sec. 6, act 86, laws 1889.

SPECIAL APPROPRIATION NEEDED.

We give below the aggregate of each, the details and items of which we submit on accompanying sheets.

Electric light plant	\$10,000 00
General repairs	1,000 00
Furnishing inmate kitchen and administration building	500 00
Stationery, printing, etc.	200 00
Library	200 00
Hose, garden and lawn improvements	800 00
Hog house	1,000 00
Total	<u>\$13,700 00</u>

OTIS FULLER,
Warden.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, October 17, 1896.

MR. OTIS FULLER, *Warden State House of Correction and Reformatory, Ionis, Mich.:*

DEAR SIR—Your communication, submitting for the consideration and action of the Board of Corrections and Charities the proposed appropriations for your institutions, for the years 1897 and 1898, was duly received. The reformatory was visited, and its "conditions and needs investigated." We have carefully considered the appropriations proposed, and respectfully submit herewith our opinion of the same:

Electric light plant

\$10,000 00

In the interest of economy and safety this item is approved.

General repairs

\$1,000 00

All of this amount will be needed to keep this State property in proper repair, and the item is therefore approved.

Furnishing inmates, kitchen and administration building	\$500 00
Stationery and printing	200 00
Library	200 00
Hose, garden, and lawn improvements	800 00
	<u>\$1,700 00</u>

To maintain the items named in the amount and condition needed the amounts, in our opinion, will be required, and are approved.

Hog house

\$1,000 00

The need of this was certainly apparent when the institution was visited, but owing to the fact that the provision of law (Sec. 6, act 86, laws of 1889) which requires when buildings are asked for that plans showing the ground measurements, number and height of stories, kind and amount of material intended to be used, and its cost and cost of labor, shall be submitted to the Board, was not complied with, and because of this non-compliance with the law, the Board had no data on which to base an opinion as to the amount needed for its construction, no opinion regarding this item can be or is given.

Yours respectfully,
GEO. D. GILLESPIE,
Chairman.

L. C. STORRS,
Secretary.

STATE HOUSE OF CORRECTION AND BRANCH PRISON IN THE UPPER PENINSULA.

Marquette, Mich., Aug. 31, 1896.

To the State Board of Corrections and Charities, Lansing, Mich.:

GENTLEMEN—I submit below the estimates of appropriations made by the Board of this institution, for the years 1897 and 1898, as provided by Sec. 6, act 86, laws 1889.

ESTIMATES FOR SPECIAL APPROPRIATIONS NEEDED.

Solitary cell and library addition to east cell block.....	\$12,000 00
School and infirmary addition to west cell block.....	14,500 00
Shop building similar to present one but 10 feet wider.....	12,000 00
Pump and pumping house with filter for water supply.....	2,500 00
Library.....	500 00
General repairs in and about the prison.....	5,000 00
	<u>\$46,500 00</u>

This institution has never been provided with a place where incorrigibles could be kept separated from the other prisoners. By putting the addition contemplated on the east wing it would give us an eight cell block on the lower floor with a room for the prison library overhead. At present there is no place for the library, it being temporarily located in the chapel.

The quarters originally designed for hospital are located out in the prison yard entirely segregated from the prison proper, and under a contract which we have made for the employment of labor it will be necessary to use this room for the purpose of working men in. It is altogether improperly located for hospital purposes.

By building the addition asked for on the west wing it is proposed to utilize the upper floor for hospital purposes, and the lower for school purposes for which no provision has ever been made, the school being now held in the chapel.

The additional shop building is asked for in contemplation of an increase in the number of inmates, to be used on a contract which has already been signed, and seems to us a necessary improvement.

Each succeeding year our water supply fails earlier in the season and continues short later. We are now pumping from the Carp river with a temporary low duty pump, direct from the river, and it will be necessary and desirable to provide permanent pumping machinery for the future supply of water for the prison.

No appropriations have ever been made for library purposes, and the receipts from visitors are inadequate to keep the library up as it should be. We therefore ask for an appropriation of \$500 for this purpose.

The general repairs needed in and about the prison are many and diverse, and are constantly presenting themselves. During the past two years these repairs have been kept up out of the current expense as it seems necessary and desirable to keep the State's property in a good condition of repair. While other institutions are provided with special appropriations for general repairs it seems hardly fair that we should keep up the repairs of this one and have it appear as a current expense in the maintenance of the institution. We therefore ask for this appropriation of \$5,000 to cover necessary repairs.

Very truly yours,

J. R. VAN EVERA,

Warden.

School and Infirmary Addition.

130 yds. excavation at 25c.....	\$32 50
660 ft. footings at 25c.....	165 00
24 cords rubble foundation at 15c.....	360 00
286 yds. concrete at \$1.50.....	429 00
79 cords, stone walls at \$15.....	1,185 00
5,000 sup. ft. cut stone at \$1.....	5,000 00
180 lin. ft. coping at \$1.50.....	240 00
5,760 ft. floor joists at \$22.....	137 00
3,840 ft. ceil. joists at \$20.....	76 80
6,500 ft. rafters at \$25.....	162 50
750 ft. 2 x 4.....	15 00
7 windows at \$16.....	112 00
6 windows at \$20.....	120 00
5 windows at \$9.....	45 00
6 doors at \$10.....	60 00
6,784 ft. strapping on walls at 1¼c per ft.....	84 00
1,500 yds. plaster at 40c.....	620 00
56 sq. slate roof at \$10.....	560 00
4,500 ft. com. boards at \$20.....	99 00
8,500 ft. 1½ in. match. flooring (No. 3) at \$30.....	255 00
75 ft. cornice at \$1.25.....	93 75
3,800 ft. maple flooring at \$45.....	171 00
300 ft. gal. iron valley at 40c.....	120 00
600 yds. paint at 30c.....	180 00
2 trusses at \$55.....	110 00
876 ft. base at 10c.....	87 60
128 ft. terra cotta ridge roll.....	51 20
Window guards 7 at \$40.....	280 00
Window guards 6 at \$45.....	270 00
Window guards 5 at \$25.....	125 00
Iron doors 2 at \$75.....	150 00
Iron column 4 at \$18.....	72 00
Steel beams 8 at \$13.....	104 00
Steel beams 8 at \$10.....	80 00
Heating.....	500 00
Ventilation.....	450 00
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Contingencies, 10 per cent.....	\$12,602 35
	1,260 23
	<hr/>
Architects' services, 3½ per cent.....	\$13,861 58
	485 15
	<hr/>
	\$14,346 73

Say \$14,500.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES,
Lansing, Oct. 21, 1896.

MR. J. R. VAN EVERA, *Warden, State House of Correction and Branch Prison, Marquette, Mich.:*

DEAR SIR—Your communication to the State Board of Corrections and Charities, submitting, for its consideration and opinion the proposed appropriations for your institution for the years 1897 and 1898, was duly received.

Your institution was visited, and its "conditions and needs investigated," and we submit herewith our opinion regarding the apportionments proposed:

Solitary cells and library addition..... \$12,000 00

In consideration of the fact that there are now a large number of unused cells in your institution which might be partitioned off, and while, perhaps, not in all respects fitted, used for a time as solitaires, the construction of new ones at this time is not favored by the Board. The library is yet small, is fairly well accommodated in the chapel, and in the opinion of the Board better be continued there until the times are more propitious financially. The item is not approved.

Schoolhouse and infirmary addition..... \$14,500

The Board is favorable to and approves the objects sought in this item, but owing to the fact that the law (Sec. 6, act 86, laws 1889) which requires when buildings are called for that plans showing ground measurements, and number and height of stories, shall be submitted to this Board, was not complied with, and because of such non-compliance with the law the Board lacked important data on which to base an opinion as to the amount needed for its construction, no opinion can be, or is expressed as to the cost of this building.

Shop building..... \$12 000 00

This building will certainly be needed provided the contract which has been executed for 150 men, but which is now in obedience awaiting the result of the November election, comes into operation. Regarding its cost, the same non-compliance with law is true of this as of the school and infirmary addition, and the Board therefore cannot express an opinion.

Pumps and pumping house..... \$2,500 00 Approved.
Library 500 00 Approved.
General repairs..... 5,000 00

In the opinion of this Board so large an amount would hardly be required in so comparatively new and small institution; \$3,000 is therefore approved.

Yours respectfully,

L. C. STORRS, *Secretary.*

GEORGE D. GILLESPIE,
Chairman.

RECOMMENDATIONS RELATING TO LEGISLATION.

Extract from Sec. 9887, Howell's Annotated Statutes:

"Said board shall report in writing to the Governor, fully, the result of their investigations, together with such other information and recommendations as they may deem proper, including their opinions and conclusions as to the necessity of further legislation to improve the condition and extend the usefulness of the various State, county, and other institutions by them visited."

In compliance with the above provision, the Board of Corrections and Charities respectfully submit the following recommendations:

CONVICTS AND PRISONS.

By the wise action of the legislature of 1895, convicts in the prisons of our State, who, in the opinion of the officers and boards of such institutions, persons best fitted by study and experience to judge, have received all the confinement and discipline needful to fit them for, and are prepared to go out and lead honest and industrious lives, may now receive license to be at large, while still under the supervision and control of the prison authorities. Under the rules made and provided by the prison authorities and the great care which has been exercised in applying it, this "parole law" (act 218, public acts 1895) has worked well. The law however, reaches only half the problem of the discharge of convicts. Under the operation of a determinate sentence, which by our present laws must be pronounced, scores of convicts are being annually discharged from our prisons before there is any reasonable evidence that they are in any way fitted to again mingle with society, indeed, with a moral certainty that no sooner will the prison doors open and admit them to freedom than they will again begin their life of crime, and at once commence to prey upon society. With this state of affairs it would seem wise to make some provision which shall authorize courts to give indeterminate sentences in certain cases. Such provision was made by the enactment of a law by the Legislature of 1889 (act 228), a law which many of the circuit judges deemed wise to apply, and under which a number of convicts were sentenced. The supreme court, however (or a majority of the justices of such court), held that such law was unconstitutional, and thus this effort, which is considered by those best versed in penology a very advanced and beneficial step, was frustrated. It would seem that any constitutional impediment which stands in the way of what is considered, and has proven in many states, a wise provision of law, should be removed by a revision of our constitution.

The indiscriminate distribution of the daily newspapers among the convicts in our penitentiaries which exists is largely fraught with evil. The sensational articles and items of crime with which they teem are unfit material with which to fill the minds of men whose evil lives have been nurtured and brought to their present development largely by feeding on just such food. The little valuable, and much harmful information, harmful to the State often, derived in the perusal of some of the daily papers by such men is gained at too great a prospective expense both to themselves and to the State. In the opinion of the Board, careful discrimination should be had in the papers distributed, or the total abolition of newspaper distribution in prisons should be insisted upon.

THE PAROLE LAW AND STATE AGENT.

The parole law has now been in operation about one year and during such time fifty-three prisoners have received license to be at large under its provisions. That great care has been taken in administering the law is demonstrated by the fact that but three of these fifty-three have forfeited their parole. In the working of the law, under the wise rule which requires that the convict shall have what is termed a "first friend," and that employment shall be provided for him before he leaves the prison. This fact has developed that there are convicts who are in every respect fitted to go out on parole, but who because they lack this "first friend," and because no one has come forward with an offer to employ them, because no one outside is particularly interested in them, are compelled to remain in prison. Something should be done to remove, if possible, this seeming injustice in the working of the law. To this end it is suggested that either by law, or by rule of the boards of control of the prisons, some competent officer of the prison in which such men are confined be empowered, in addition to his other duties, to act in their interest in securing a "first friend" and an employer. This same officer might also be authorized to take an active interest in such convicts about to be discharged, as he is convinced through his association with them in prison would by a little friendly advice and immediate aid, when first obtaining freedom, be prevented from again going wrong, or who might be returned to friends. It seems reasonable that some officer who has been associated, through his duties, with the convict while in prison is better fitted to do this work than one who, merely as State agent, would have no association with convict except that which would exist after his term of sentence had expired, and further as regards the paroled prisoner, such an one is still under the supervision of the prison authorities, and for that reason some officer of the prison from which the convict is paroled should act rather than a State agent, and too, without the multiplication of officers, this important work could be as well performed.

THE INSANE.

These afflicted ones continue to increase in number and not alone in Michigan, but throughout our country, and the cost of maintaining them also increases in the aggregate, but not in like ratio with the numbers. This problem of the cost of maintenance and how to reduce it without

ner). In this State a large amount has been expended in our State institutions, which stand well to the front in equipment and management among the leading institutions of the kind in the country. This was not the case in Wisconsin when such state adopted its plan of county asylums for the chronic insane. With our present system so long and well established, it hardly seems that that of Wisconsin could be grafted on with any profit, and it is a question if attempted if it would not result in real loss.

As far as the cost of maintenance is concerned, the insane in our State institutions are divided into just two classes, namely: pay, or private patients, whose entire support is assumed by the patient or by his friends, and those supported wholly at either county or State expense. There is no doubt but of those supported wholly at public expense (county or State) there are many who could share with the county or State this burden. Indeed this is now done practically, as far as counties are concerned, by agreement in some instances that the county shall be reimbursed wholly or in part, by the persons committed or by his friends, the amount expended for his maintenance in the asylum (see act 225, laws 1895), there is, however, this injustice in such agreement, namely, when after two years such patient becomes a State charge it does not extend to the State, but terminates and the State is compelled to meet the whole expense. This injustice should be corrected and the State should be included in such agreement of reimbursement. There then being those who could contribute a part of the amount of the cost of their maintenance at the asylums, it is suggested that the law be so amended that in future such as are able be required to bear with the county and State this burden of expense, their ability and extent of ability to be determined by the probate court, which court now adjudges them fit subjects for and which commits them to our asylums.

JAILS,

The statutes of the State now allow county jails to be used as city lock-ups. This is wrong. The reports made to this board by the jail inspectors for the six months ending the first of February last, show that the arrest of those charged with being drunk and disorderly and put into jail are more than half of the whole number, doubtless a large proportion for violation of city ordinances. Filth and vermin are brought into the jail by such prisoners, the sheriff frequently giving as an excuse for a dirty jail that he has so many "drunks and disorderlies." Cases have occurred also where liquor, weapons and tools to aid escape have been brought into the jail by such, who seek arrest for the purpose of thus aiding a "pal." It is expensive and useless to put that class of people into county jails, and we would recommend that provision of the law allowing it to be repealed where the population of the county exceeds 20,000.

There are many inherent defects in the management of county jails which should be remedied. It has become a maxim that "County jails are schools of crime," and how can it be otherwise when persons only charged with crime are kept in close relation with convicts, young first offenders in intimate association with old offenders and all herded together in idleness. Sections 9639 and 9640 of Howell's statutes are sufficient, if enforced, to reform our jails in this particular, and make them a terror to evildoers. There are a large number of jails in our State so

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DEFECTIVE CHILDREN IN OUR POORHOUSES.

The education of the children of our State has been well provided for. Those of sound body and mind (who are not classed as "dependents") in our public schools; and attendance at such school has been made compulsory.

The blind, and the deaf and dumb are amply cared for by the State, a school and industrial training provided, and because of this many who otherwise would without doubt be "dependants," are enabled to secure a livelihood.

The Michigan State Public School for Dependent and Neglected Children has done a wonderful work for more than four thousand children who have passed from county support, through it, to good homes. And yet there remains a limited number of bright children in the poorhouses of the State, who are under the baneful influence of the place, and the corrupt environment there, growing up as paupers, and perhaps criminals; to fill the ranks which are now too full, to be a menace to society, and a tax on the commonwealth. These are shut out from all the provisions made by the State for other children, because they are defective; a twisted limb, or the loss of one, a crooked back, or some other unfortunate ailment, debars them as recipients of the State's care.

It would seem that as an economic measure, aside from its humane features, these children should have an equal chance with others, that school and manual training should be open to them. Many of them are not so crippled but what with proper training they could be made good farm help; few of the but who could be taken out of them dependent class and be made self-supporting.

A new State institution for such it would seem unwise to provide, but it does seem quite feasible to provide for such at some one of our present State institutions. In this way, at no extra expense, more than the cost of maintenance, and perhaps a cheap building in way of a shop, the State could secure to itself in the future, industrious, independent citizens, who otherwise are bound to grow up and swell the number of paupers, and may be of criminals of our commonwealth.

PROCEEDINGS OF THE BOARD UNDER SECTION 7, ACT 206, LAWS 1881;
AS AMENDED BY SECTION 7, ACT 86, LAWS 1889.

(Plans of buildings to be submitted.)

This section provides: "That before the board of any charitable, penal, or reformatory institution shall determine on the plan of any building or on any system of sewerage, ventilation or heating, which have been authorized by the legislature to be constructed, such plans shall be submitted to the Board of Corrections and Charities and the State Board of Health for examination and opinion thereon; and the board so submitting such plans shall, in its biennial report, show to what extent they were approved by the boards so examining them. And no money shall be paid out of the State treasury for the execution of any such plan or system until the Board of Corrections and Charities shall file with the Auditor General a written opinion that the proposed plan is of such character that the construction may be fully completed in accordance therewith at an expense within the amount appropriated therefor."

INDUSTRIAL HOME FOR GIRLS, ADRIAN.

Lansing, June 24, 1895. The board met at its office.

Present, Commissioners Gillespie, Forrest, Bell and Shepard and the secretary.

Hon. David Metcalf, member of the board of guardians of the Industrial Home for Girls, was present and presented plans of a cottage for the engineer, and of a wagon shed and tool house, provided for by act 195, Public Acts of 1895. Such plans were examined and on motion of Commissioner Shepard, the board recommended the placing of the pantry on the east side of the kitchen, as more accessible from the dining room, and that a connecting door be provided through to the dining room. With these slight changes the plan of the engineer's cottage was approved, as was also the plan of the wagon shed and tool house.

The following, offered by Commissioner Forrest, was adopted:

Resolved, That this board urge upon the board of guardians of the Industrial Home for Girls, that in the preparation of plans for the inmates' cottage, that special provision be made for the care and confine-

ment of incorrigibles. The need of a special cottage for that class having influenced this board in its approval of the estimates for such cottage, and believing that the efficiency of the home will be greatly advanced by such provision, the following communication, regarding the above action, was sent:

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, June 25, 1895.

HON. DAVID METCALF, *Member of Board of Guardians, Industrial Home for Girls, Adrian, Mich.:*

MY DEAR SIR—The State Board of Corrections and Charities at a meeting held here yesterday, examined the plans of the wagon shed and tool house, and of the cottage for your engineer, which was provided for by Act 195, Laws of 1895, and instruct me to report that such plans meet its approval, but would suggest as to the engineer's cottage, that the pantry be placed in the east side of the kitchen with a connecting door through to the dining room. As shown in the plan the pantry is across the kitchen from the dining room, and the stove will stand in the direct path between the two.

While the plan for the new cottage (provided for in the same act), was not presented for examination, you will remember that it was the subject of some discussion, and I am instructed by my board to call your attention to the following resolution which was adopted regarding it:

Resolved, That this board urge upon the board of guardians that in the preparation of plans for the new cottage special provision be made for the care and confinement of incorrigibles. The need of a special cottage for that class having influenced this board in its approval of the estimate for such cottage, and believing that the efficiency of the Home will be greatly advanced by such provision.

By order of the board.

I am yours very truly,
L. C. STORRS,
Secretary.

Traverse City, August 14, 1895. The board met at the Park hotel.

Present, Commissioners Gillespie, Forrest and Jenks, and the secretary.

The plans of a new cottage for inmates, to be erected at the Industrial Home for Girls, provided for by Act 195, Laws of 1895, were examined. The board recommended that outside fire escapes be provided from the third story of the building. On motion of Commissioner Forrest the plans, with such provision made in them, were approved; and the secretary was instructed to so advise the board of guardians of the home. The secretary was further instructed to issue the required certificate regarding cost of construction, to the Auditor General, if on examination of contract, (to be furnished later) it is shown that the building can be constructed within the amount appropriated therefore.

The following communication was sent as ordered:

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, August 17, 1895.

Mrs. LUCY M. SICKELS, *Superintendent Industrial Home for Girls, Adrian, Mich.:*

DEAR MADAM—The Board of Corrections and Charities, at a meeting held at Traverse City the 14th inst., examined the plans of the new cottage to be erected at your institution as provided by Act 195, Laws of 1895. Such plans were found satisfactory, except, that, in the opinion of this board, fire escapes should be provided from the third story of the building, and with this exception, the plans meet its approval. The board would in this connection call the attention of your board to the need of fire escapes from the third story of all your buildings where such story is occupied.

A copy of the contract for the erection of this building should be filed with this board, on which to base its certificate to the Auditor General that the cottage can be constructed, heated and furnished within the appropriation provided therefor, \$15,000.

By order of the board.

L. C. STORRS,
Secretary.

MICHIGAN ASYLUM FOR THE INSANE, KALAMAZOO.

Lansing, June 24, 1895. The board met at its office.

Present, Commissioners Gillespie, Forrest, Bell and Shepard, and the secretary.

The plans and estimates of cost of a barn to be erected at the colony farm of the Michigan Asylum, were presented, examined and approved; and the secretary was instructed to so advise Dr. Edwards, medical superintendent of such institution, and to file with the Auditor General the required certificate regarding cost of construction.

The following communications were sent as ordered:

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, June 25, 1895.

WM. M. EDWARDS, M. D., *Medical Supt. Michigan Asylum for the Insane, Kalamazoo, Mich.:*

MY DEAR SIR—The Board of Corrections and Charities, at a meeting held here yesterday, examined the plans and estimate of cost of barn for your colony farm; provided for by Act 168, Laws of 1895, and I am instructed to advise you that such plans meet their approval. The plans I return by express. I today send required certificate to the Auditor General regarding the cost.

By order of the board.

Yours truly,
L. C. STORRS,
Secretary.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, June 26, 1895.

HON. STANLEY W. TURNER, *Auditor General, Lansing, Mich.:*

DEAR SIR—In compliance with Section 7, Act 86, Laws of 1889, the State Board of Corrections and Charities has examined the plans and estimate of cost of the horse barn and shed to be built at the Michigan Asylum for the Insane, Kalamazoo, provided by Act 168, Laws of 1895, and have the honor to report to you, that in the opinion of such board, based on such estimates, such barn can be constructed within the amount appropriated therefor. I am

Yours very respectfully,
L. C. STORRS,
Secretary.

Detroit, February 21, 1896. The board met at the Cadillac hotel. Present, Gov. John T. Rich, Commissioners Jenks and Shepard, and the secretary.

Wm. M. Edwards, M. D., Medical Superintendent of the Michigan Asylum for the Insane, was present, and presented the plans for the detached cottage to be constructed at such institution, as provided by Act 168, Laws 1895. Careful consideration of such plans was given by the board. The provision for caring for the majority of the inmates on the first floor was particularly commended, considering the class of patients for whom the building is designed. The board recommended an outside fire escape from the second story for the use of the few who would be domiciled there, in case of fire. This could be had at little additional expense and without marring the architectural effect by constructing it so as to connect with the window in the "day room." With this change in the plans they were approved. Dr. Edwards also presented estimates of cost of such building, which were examined, and the secretary was instructed to issue the required certificate to the Auditor General, regarding the cost of construction, on the filing with him of a copy of such estimates (copy of estimates received and placed on file March 2, 1896, see letter herewith).

The following communications were sent, as ordered:

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, February 26, 1896.

WM. M. EDWARDS, M. D., *Medical Superintendent, Michigan Asylum for the Insane, Kalamazoo, Mich.:*

MY DEAR SIR—The Board of Corrections and Charities, at a meeting held the 21st inst., examined the plans of "one detached building for one hundred patients" to be erected at the Michigan Asylum, provided for by Act 168, Laws of 1895. The provision made in the plans for caring for the majority of the inmates on the first floor was particularly commended, considering the class of patients for which the building is designed. The Board would recommend, however, one outside fire escape from the second story for the use of the few (in case of fire), who will be domiciled there. This could be had at little additional expense, and would not mar the architectural effect if connected with a window in the "day room" at the

rear of the building, and such point would doubtless be most convenient if the need for its use should occur. With this additional feature, the plans meet the approval of the board.

By order of the board.

Yours truly,

L. C. STORRS,
Secretary.

MICHIGAN ASYLUM FOR THE INSANE, }
Kalamazoo, Mich., February 28, 1896. }

MR. L. C. STORRS, *Secretary State Board of Corrections and Charities, Lansing, Mich.:*

DEAR SIR—Your letter of February 26, received.

The meeting of our board of trustees has been called for Thursday, March 12, with the hope that your board will be able to meet here at that time and that the trustees of the asylum will have the pleasure of meeting with them. We should be very pleased, indeed, to have your board present, and I would take it as a special favor if any of them will kindly notify me when they will arrive that I may meet them at the station with a carriage. There will be ample opportunity for a meeting of both bodies.

Please find on a separate sheet enclosed with this the estimates of cost of our new cottage. The architects are figuring with the hope of being able to reduce the estimates a little further and hence the delay in forwarding them. I should like to reserve the privilege of later filing revised and corrected figures if we find that we are able to bring the cost lower than the estimates inclosed herewith. I am

Very truly yours,

WM. M. EDWARDS,
Medical Superintendent.

STATE OF MICHIGAN, }
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, March 2, 1896.

WM. M. EDWARDS, M. D., *Medical Superintendent, Kalamazoo, Mich.:*

MY DEAR DOCTOR—Your letter of the 28th ult., is just received. Permit me to thank you for your kind invitation to our board to meet at the asylum March 12th, at the same time that your board of trustees will meet. I will send a copy of this portion of your letter to each member of our board, so that they may advise you, as you request, when they will arrive, that you may carry out your kind intention of meeting them at the station with your carriage.

The estimate of the cost of your new cottage was received in the above named favor, and I have sent to Auditor General Turner the necessary certificate regarding the cost of your new cottage. The privilege will certainly be reserved to you to file amended figures later if you find that the cost can be lowered. I am

Yours very truly,

L. C. STORRS,
Secretary.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, March 2, 1896.

HON. STANLEY W. TURNER, *Auditor General, Lansing, Mich.:*

DEAR SIR—In compliance with Section 7, Act 86, Laws of 1889, the State Board of Corrections and Charities has examined the plans and estimates of cost of the detached building for 100 male patients at the Michigan Asylum for the Insane, for which an appropriation of \$30,000 was made by the legislature of 1895 (see Act No. 168) and have the honor to report to you, that, in the opinion of such board, based on such estimates, the proposed plan is of such a character that the construction may be fully completed at an expense within the amount appropriated therefor.

By order of the board.

Yours respectfully,
L. C. STORRS,
Secretary.

NORTHERN MICHIGAN ASYLUM FOR THE INSANE, TRAVERSE CITY.

Traverse City, August 14, 1895. The board met at the Northern Michigan Asylum for the Insane.

Present, Commissioners Gillespie, Forrest and Jenks, and the secretary.

The plan of the laundry to be built at such institution, provided for by Act 212, Laws of 1895, was presented, examined and approved, and the secretary was instructed to advise James D. Munson, M. D., superintendent of the asylum, of such action.

The estimates of the cost of such laundry were also examined and approved, and the secretary was instructed to file with the Auditor General the required certificate.

The following communications were sent, as ordered.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, August 17, 1895.

JAMES D. MUNSON, M. D., *Medical Supt. Northern Michigan Asylum, Traverse City, Mich.:*

DEAR DOCTOR—The Board of Corrections and Charities, at a meeting held at your institution the 14th inst., examined the plans of laundry building for asylum, provided for by Act 212, Laws of 1895. I am instructed to certify to you the approval of the board of such plan.

By order of the board.

Yours very truly,
L. C. STORRS,
Secretary.

P. S. I have this day sent the necessary certificate to the Auditor General regarding the cost of such laundry.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, August 17, 1895.

HON. STANLEY W. TURNER, *Auditor General, Lansing, Mich.:*

DEAR SIR—In compliance with Section 7, Act 86, Laws of 1889, the State Board of Corrections and Charities examined the plans and estimate of cost of the erection and furnishing of a laundry building at the Northern Michigan Asylum, for which an appropriation of \$7,500 was made by Act 212, Laws of 1895. I have the honor to report to you, that, in the opinion of this board, based on such estimates, the proposed plans are of such a character that the construction and furnishing may be fully completed at an expense within the amount appropriated therefor.

By order of the board.

Yours respectfully,
L. C. STORRS.
Secretary.

MICHIGAN SCHOOL FOR THE DEAF, FLINT.

Traverse City, August 14, 1895. The board met at the Northern Michigan Asylum.

Present, Commissioners Gillespie, Forrest and Jenks, and the secretary.

The plans of a detached dormitory to be erected at the Michigan School for the Deaf, provided for by Act 214, Laws of 1895, were presented and examined. The secretary was instructed, regarding them, to write to Prof. F. D. Clarke, superintendent of such school, that the plans as a whole are quite satisfactory to the board, but that it must withhold its approval until such time as he could meet with it, and explain certain points, which in his absence, desired information upon could not be obtained.

Lansing, September 3, 1895. The board met at its office.

Present, Commissioners Gillespie, Forrest, Jenks and Shepard, and the secretary.

Prof. F. D. Clarke, superintendent of the School for the Deaf, was present and presented the plans of the detached dormitory to be erected at such institution. After a careful examination of the plans, the board made the following suggestions regarding them: That there should be fire escapes provided; the water closets should be enlarged on each floor, taking in a portion of the front dormitories; the number of washbowls should be increased, and that rooms be provided above the ground for wardrobes, instead of in the basement as planned. With these changes made in the plan it would meet the approval of the board, and the secretary was instructed to so advise Prof. Clarke by letter.

Estimates of cost of the dormitory were not presented, and the secretary was authorized to make and file the required certificate as to its cost with Auditor General, upon being satisfied that the building can be completed, with what labor, it is proposed, shall be furnished by the pupils, according to the plans, corrected as per suggestions, within the appropriation.

The following communication was sent, as ordered:

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, September 5, 1895.

PROF. F. D. CLARKE, *Superintendent School for the Deaf, Flint, Mich.:*

MY DEAR SIR—The Board of Corrections and Charities, at a meeting held at its office the 3d inst., examined the plans of the dormitory building to be built at your institution, provided for by Act 214, Laws of 1895. I am instructed to advise you that this board respectfully recommends regarding the same, that fire escapes be provided from the second story; that more space be given for water closets and lavatories on each floor, this can be done by including a portion of, and decreasing the size of the front dormitory; that the number of washbowls be increased; that the basement be not used for the wardrobes, it being too damp for such purpose, but that they be provided for either in the dormitories, attic, or, if the appropriation will allow of it, by an addition above ground. The plan as a whole is quite satisfactory, and with these changes made, it meets the approval of this board.

By order of the board.

Yours truly,
L. C. STORRS,
Secretary.

Lapeer, Mich., November 7, 1895. The board met at the Abram House. Present, Commissioners Gillespie, Forrest, Jenks and Shepard, and the secretary.

General Chas. S. Brown, trustee, and Prof. F. D. Clarke, superintendent of the Michigan School for the Deaf, were present and presented amended plans of a detached dormitory to be erected at such institution, made necessary from the fact that the plans submitted to the board, September third, could not be carried out within the appropriation made by the legislature for its building. These amended plans were examined and approved.

On motion of Commissioner Shepard the resolution adopted by the board at its meeting of September third, regarding the cost of construction of such building, was continued and made applicable to the amended plans approved at this meeting.

The following communications were received and sent regarding the cost of construction of the building.

MICHIGAN SCHOOL FOR THE DEAF, }
Flint, Michigan, December 18, 1895.

MR. L. C. STORRS, *State Board of Corrections and Charities, Lansing, Mich.:*

MY DEAR MR. STORRS—On yesterday we let the contract for our building for \$5,555, which is, as you see, well within the appropriation. I hope you will be kind enough to fill out the certificate and give it to the Auditor General at your earliest convenience, as we want some of the money at once.

Respectfully yours,
F. D. CLARKE,
Superintendent.

HON. STANLEY W. TURNER, *Auditor General, Lansing, Mich.:*

DEAR SIR—In compliance with Section 7, Act 86, Laws of 1889, the State Board of Corrections and Charities has examined the plan of the detached dormitory to be erected at the Michigan School for the Deaf, for which an appropriation of \$6,000 was made by the legislature of 1895, (Act 214). A contract has been let for the construction of such dormitory, and I have the honor to report to you that, in the opinion of this board, based on such contract, the construction may be fully completed at an expense within the amount appropriated therefor.

By order of the board.

Yours respectfully,
L. C. STORRS,
Secretary.

UPPER PENINSULA HOSPITAL FOR THE INSANE, NEWBERRY.

Detroit, October 3, 1895. The board met at the Cadillac hotel.

Present, Commissioners Forrest and Jenks, and the secretary.

Hon. Claude W. Case, trustee, and Sam'l Bell, M. D., superintendent of the Upper Peninsular Hospital for the Insane, were present and presented plans of a farm house and barn which were to be erected at such institution, provided for by Act 196, Laws of 1895. The plans were examined; those of the barn were approved. Regarding those of the farm house, the board recommended the following changes: That a window be placed at the landing of the stairs in the second story, to provide more light for the stairway; and that closets be provided for the inside chambers. With these changes made in the plan it was approved.

The secretary was instructed to advise Trustee Case of such action by the board.

NOTE—Commissioner Shepard subsequently concurred in the above action.

The following communication was sent, as ordered:

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES,
Lansing, October 14, 1895.

HON. CLAUDE W. CASE, *Secretary of Board of Trustees, U. P. Hospital for the Insane, Newberry, Michigan:*

DEAR SIR—The Board of Corrections and Charities, at a meeting held the 8d inst., examined the plans of a farm house and barn to be erected at the Upper Peninsula Hospital for the Insane, provided for by Act 196, Laws of 1895. The plan of the barn met its approval. Regarding the

plan of the farm house, the board would recommend that more light be provided for the stairway by placing a window in the hall at the upper landing, and that closets be provided for the inside chambers. With these slight changes made in the plan, it meets the approval of this board.

By order of the board.

Yours respectfully,
L. C. STORRS,
Secretary.

Detroit, March 25, 1896. At the Cadillac hotel.

Samuel Bell, M. D., medical superintendent of the Upper Peninsula Hospital for the Insane and Architect Charlton were present and presented the plans of one of the three cottages, and of the infirmary to be erected at such institution as provided for by Act 196, Laws of 1895.

Commissioner Forrest, who was ill at his home in Saginaw, had already examined the plans and a letter giving his opinion of them was presented, considered and placed on file. After a careful consideration of the plans, the secretary was instructed to advise the board of trustees of such hospital, regarding the infirmary, that, in its opinion, the position of the morgue in the basement should be changed. As now planned it is in too close proximity to the stair's landing, and too near the dining room, and would recommend that it be placed at the southwest corner of the boiler room. The board was surprised to find that dark rooms, in which no windows had been provided, had been planned for inmates and the secretary was instructed to urgently recommend to the board of trustees of the Hospital that such dark rooms near the dining rooms in each story be thrown into and be made a part of the dormitory adjoining them, and that a window be placed in the outer wall of the dark east room both on the first and second floors. Regarding the plans of the cottage, the board recommended a railing to the cloister roofs, and on each side of the cloister connections, and that from the rear of such connections stairs be placed, thereby providing a way of escape from the second story in case of fire.

The board was requested to file with the Auditor General the required certificate as to the cost of the barn and farm house (plans of which were examined at the board's meeting, held October 3, 1895). The act providing for such buildings (Act 196, Laws of 1895), appropriated a lump sum covering all the buildings which it provided for constructing, no specific amount being stated for either one of them. A statement was furnished showing in detail how such aggregate was arrived at by the Legislature in which the farm house and barn are placed at forty-five hundred dollars and the secretary was instructed to report such facts to the Auditor General, but that in the opinion of the Board of Corrections and Charities the farm house and the barn can be constructed within the amount shown for them in the statement furnished.

The following communications were sent as ordered.

Grand Rapids, June 6, 1896. The board met at the Morton house.

Present, Commissioners Gillespie, Jenks and Shepard and the secretary.

The secretary presented a letter from Dr. G. L. Loope, chairman of the building committee of the board of trustees of the Upper Peninsula Hospital for the Insane, touching the board's recommendations regarding plans of new building to be erected at such institution (copy herewith). On motion of Commissioner Jenks, the secretary was instructed to write to such board that this board saw no reason for receding from its opinion regarding the windowless rooms in the new building.

The following communication was sent, as ordered, and elicited the reply a copy of which is herewith submitted.

Bessemer, Mich., May 22, 1886.

L. C. STORRS, Esq., *Secretary State Board of Corrections and Charities.*

DEAR SIR—Your letter of March 30th, to Claude W. Case, secretary, has been referred to me, as chairman of the building committee of our board, for an answer and explanation.

Regarding your communication for the change of location of the morgue, will say we have changed it in accordance therewith. In regard to the dark rooms will say that this board never intended them for places of punishment. These rooms were placed in the hospital department of the institution as a means of treatment for certain classes of patients, a means the most humane and beneficial known to science for these cases.

We have no places or modes of punishment. These rooms are designed for new lines of medical treatment, and when your honorable board fully understand their use and the benefits that will follow I do not think they will object to them. We shall in the future design other modes and appliances for medical treatment, which may look dark to the board but which when investigated will be as light as day.

This is an era of progress and if we cannot advance in the treatment of the insane by all known methods, we should cease to try or to employ medical men.

In regard to the railing on the cloister roofs, we intend putting them on when the appropriations have been made therefor. In the mean time we have sufficient fire escapes at the ends of each cottage.

With kind regards and many thanks for your suggestions, I am

Very truly yours,

G. L. LOOPE,

Chairman Building Committee Upper Peninsula Hospital.

STATE OF MICHIGAN.
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, June 18, 1896.

HON. T. W. BURDICK, *President Board of Trustees U. P. Hospital, Sault Ste. Marie, Mich.:*

DEAR SIR—The letter of Dr. Loope, chairman of your building committee, in reply to the letter of this board regarding the plans of your new infirmary, was duly received, and was presented to the board at a meeting held the 6th inst. I am instructed to say in reply that this board did not say in its communication, and regrets that it was so understood, that your board intended the dark rooms for places of punishment. What it did say was, "no such means for the easy, though cruel restraint of troublesome

patients by attendants, could meet the approval of this board." That the temptation to so use them would be great, and that such temptation would be yielded to at times, is beyond question with this board in the light of past experience. We would respectfully suggest that the "new lines of medical treatment" which the eminent alienists of your board propose to adopt, be so planned as to prevent, as far as possible, the old and still existing attempts of attendants to make their official actions as easy as may be, regardless of all else, when not under the immediate eye of the medical superintendent, or of one of his assistants.

The following action was taken by this board: On motion of Commissioner Jenks:

Resolved, That the secretary be instructed to advise the trustees of the U. P. Hospital for the Insane that this board sees no reason for receding from its opinion expressed in its communication of March 30, 1896, regarding the windowless rooms planned for in the new infirmary of such institution.

By order of the board.

Yours very truly,
L. C. STORRS,
Secretary.

Newberry, Mich., June 25, 1896.

L. C. STORRS, Esq., *Secretary, Lansing, Mich.:*

MY DEAR SIR—Yours of the 18th to our president has been given to me for reply. It is evident that in this discussion relative to "dark rooms," the disputants on each side, actuated by the best of motives, and I speak from knowledge of the one side, and belief as to the other, seem to see "dark rooms" in the arguments advanced by the other. While I may not be able to let in much light on the matter, and the action hereinafter mentioned disposes of it as suggested by your board, it is but just to our board to say, (1) that we did not construe your remark as meaning that we intended the rooms for places of punishment, but we were simply making the plain statement that we did not so intend them, and had no reason to believe that they would be so used, and (2) that in our best judgment your criticism does not apply, because the said rooms are in a hospital building, not a disturbed cottage, and hence will only be used for the sick, and not for the class that require, or will receive punishment.

We think that Dr. Jenks, for instance, will readily agree that certain hospital patients can be more successfully treated in dark rooms than otherwise. As indicated above, our board at its meeting yesterday, by resolution, adopted your suggestion and arranged for throwing two of the dark rooms into the dormitories adjoining, and putting a window in the third. Our number of single rooms will thus be undesirably reduced, and as dark rooms are required we shall have to use shutters at some additional expense, but we do not care to continue the controversy further, or even appear disinclined to meet the views of your honorable board.

Yours very truly,
CLAUDE W. CASE,
Secretary.

ASYLUM FOR DANGEROUS AND CRIMINAL INSANE, IONIA.

Detroit, February 21, 1896. The board met at the Cadillac Hotel.

Present, Governor John T. Rich, Commissioners Jenks and Shepard, and the secretary.

Trustees Reid and Mattison, and O. R. Long, M. D., medical superintendent of the Asylum for Dangerous and Criminal Insane, were present and presented the plans of a building to be constructed at such institution, as provided for by Act 169, Laws of 1895. The plans were carefully examined. The following items were discussed and agreed to, viz.: That where the main sewer passes under the building that it be incased in six inches of concrete; and that the trap at the foot of the soil pipe be placed outside of the building, and ventilated. The board noted the care which had been taken in providing outside fire escapes. With the above changes the board approved the plans, and the secretary was instructed to so advise Dr. Long.

On motion of Commissioner Shepard the secretary was instructed that, on his being provided with satisfactory evidence that reliable contracts could be entered into for the construction of such building within the amount appropriated, to certify such fact to the Auditor General, as required.

Kalamazoo, March 12, 1896. The board met at the Michigan Asylum for the Insane.

Present, Commissioners Gillespie, Jenks and Shepard, and the secretary.

The secretary reported on the cost of the new building to be erected at the Asylum for Dangerous and Criminal Insane, and that he had filed the required certificate, regarding same, with the Auditor General. On motion of Commissioner Shepard such action of the secretary was approved by the board.

The following communications were sent, as ordered.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, February 27, 1896.

O. R. LONG, M. D., *Medical Supt. Michigan Asylum for Dangerous and Criminal Insane, Ionia, Mich.:*

MY DEAR SIR—The Board of Corrections and Charities, at a meeting held the 21st inst., examined the plans submitted for a building to be constructed at your institution, for seventy-five patients, as provided by Act 169, Laws of 1895. You will recall that at such examination the following items were discussed and settled upon, viz.: That where the main sewer passes under the building, it be incased in six inches of concrete. That the trap at the foot of the soil pipe be placed outside the building, and ventilated. The board noted the care taken in providing outside fire escapes, and with the above changes agreed upon, the plans meet the approval of this board.

By order of the board.

Yours respectfully,
L. C. STORRS,
Secretary.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, February 27, 1896.

To Trustees of the Industrial School for Boys, Lansing, Mich.:

GENTLEMEN—The Board of Corrections and Charities, at a meeting held the 21st inst., examined the plans submitted of the new cottage to be erected at your institution, as provided in Act 172, Laws of 1895.

I have the honor to report that after a careful examination of such plans, they meet the entire approval of this board.

By order of the board.

Yours respectfully,
L. C. STORRS,
Secretary.

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, March 30, 1896.

HON. STANLEY W. TURNER, *Auditor General, Lansing, Mich.:*

DEAR SIR—In compliance with section 7, Act 86, Laws of 1889, the State Board of Corrections and Charities has examined the plan and estimate of cost for the construction of a cottage at the Industrial School for Boys, for which an appropriation was made by Act 172, Laws of 1895.

I have the honor to report to you that, in the opinion of such board, based on such estimates, the plan is of such a character that the construction may be fully completed within the amount appropriated for such work, and will leave a sufficient margin for furnishing. I would also report a like finding regarding the greenhouse, which is included in the same act.

By order of the board.

Yours respectfully,
L. C. STORRS,
Secretary.

PROCEEDINGS OF THE BOARD UNDER SECTION 28, ACT 124, LAWS OF 1893.

(Transfer of Insane to Asylum for Dangerous and Criminal.)

This section provides that: "The medical superintendent of any of the asylums for the insane in Michigan may, with the consent of their respective boards of trustees or governing boards, make application to the Board of Corrections and Charities for recommendation for the transfer of any or all criminal insane persons under treatment in any of said asylums who have been guilty of an act of homicide previous to admission to the asylum, and whose presence is dangerous to others, likewise all insane persons who have committed any act of homicide while under treatment in any of the asylums. And the Board of Corrections and Charities shall investigate all of the facts and report to the Governor, who may in his discretion order the transfer of such person or persons to the Michigan Asylum for Danger-

ous and Criminal Insane. * * * In case any patient under treatment in any of the asylums in the State shall commit any act of homicide or develop unmistakable, dangerous or homicidal tendencies rendering his presence a source of danger to others, proceedings may be instituted as above."

The board has investigated, during the last biennial period, under this act, the following cases:

MICHIGAN ASYLUM FOR THE INSANE, KALAMAZOO.

Kalamazoo, September 13, 1894. The board met at the Michigan Asylum for the Insane.

Present, Commissioners Gillespie, Neasmith, Forrest and Bell.

Application having been made, as provided, for the transfer from such institution to the Asylum for Dangerous Insane, of Geo. W. Travis and Adelia Bates, the consideration and examination of such cases were entered upon. The board visited the patients in their respective rooms, each being in constant confinement. The attendants in the immediate charge of such patients were examined, as was also the medical superintendent of such institution. The clinical history of each of such patients was submitted and considered, and the secretary was instructed to report to the Governor that the Board of Corrections and Charities concurs with medical superintendent, Dr. Edwards, in his opinion that the said Geo. W. Travis and Adelia Bates have developed homicidal tendencies which make their presence in the asylum a source of danger to others.

WAYNE COUNTY ASYLUM FOR THE INSANE, ELOISE.

Lansing, February 7, 1895. The board met at its office.

Present, Commissioners Gillespie and Forrest and the secretary.

The secretary presented an application, as provided, for the transfer of Anton Magdowski, an inmate of the Wayne County Asylum, to the Asylum for Dangerous and Criminal Insane, also a clinical history of such inmate. Commissioner Forrest reported that he, with Commissioner Dr. Bell, had visited such asylum and had made an examination of such patient there, and that in their opinion such patient should be transferred to the Asylum for Dangerous and Criminal Insane. Such report was adopted, and the secretary was instructed to send the required communication to the Governor provided for in such cases.

EASTERN MICHIGAN ASYLUM, PONTIAC.

Pontiac, February 26, 1895. Commissioner Bell and the secretary visited the Eastern Michigan Asylum and investigated the case of Chas. C. Cadman, an inmate of such institution, who, it was alleged, had committed an act of homicide in stabbing his attendant, John Dernberger. The sec-

retary presented an application, as provided, for the transfer of said Cadman to the Asylum for Dangerous and Criminal Insane, also an abstract of his clinical history. The physician in charge of Cadman and the attendants on the hall where Cadman is, were examined (Dernberger could not be seen because of the seriousness of his wound). Cadman was also examined in his room, where he was confined, and acknowledged his assaulting Dernberger. Commissioner Bell concurred with the medical superintendent of the institution, Dr. Christian, in his opinion that the said Cadman had developed homicidal tendencies which make his presence in the asylum a source of danger to others, and the secretary was instructed to report the case to the absent members of the board and if such members coincided with Commissioner Bell, so report the case to the Governor. The secretary reported the case fully to Commissioners Gillespie and Forrest (letter Feb. 27), and in response received the following, under date of February 28: "By all means transfer Charles C. Cadman to the Asylum for Dangerous and Criminal Insane." And the required communication was sent to the Governor, as provided for in such cases.

Pontiac, June 23, 1896. The board met at the Eastern Michigan Asylum for the Insane.

Present, Commissioners Shepard, Jenks and the secretary.

The secretary presented a letter from Dr. E. A. Christian, medical superintendent of the Eastern Michigan Asylum, requesting, by order of his board of trustees, an investigation of the case of Neil N. Wahlberg, an inmate of such institution, with a view of his transfer to the Asylum for Dangerous and Criminal Insane. An abstract of the clinical history of such inmate was presented and examined. The board examined Dr. Neff, the attending physician; Attendant E. A. Coffey, who it is alleged was assaulted by such patient; Attendant Dernberger, who is now in charge of said Wahlberg, and Dr. E. A. Christian, the medical superintendent. The patient, Wahlberg, was also visited and examined. After which, on motion of Commissioner Jenks, the secretary was instructed to report to the Governor that the Board of Corrections and Charities concurs with Medical Superintendent Christian in his opinion that the inmate, said Neil N. Wahlberg, has developed dangerous and homicidal tendencies, rendering his presence a source of danger to others.

PROCEEDINGS OF THE BOARD UNDER SECTION 1, ACT 47, LAWS 1891.

This act provides for the committing of pauper insane persons to the Wayne County Insane Asylum, and for the transfer of such persons to the State asylum, and from the State asylum to such county asylum, and for the support and maintenance of such insane persons.

Section one provides that the support and maintenance of such insane persons, after two years, shall be a charge against the State and shall be allowed by the Board of State Auditors, on proper accounts, certified by the board of superintendents of the poor for said county and the medical superintendent of said county asylum, upon the certificate of the State Board of Corrections and Charities, that such insane persons have received proper treatment and care.

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The following named communications of the secretary were approved and copies ordered placed on file: To the board of the Upper Peninsula Hospital for the Insane, regarding plans submitted; to the board of supervisors of Alpena county regarding the jail of such county; to the superintendents of the poor of Ogemaw county, regarding needed repairs at the poorhouse of such county; to the board of supervisors of Ogemaw county regarding the jail of such county; to the superintendents of the poor of Crawford county regarding the need of more room in the poorhouse of such county.

Reports were made of the following visits: By Commissioner Forrest, to Industrial School for Boys, Lansing; to School for the Blind, Lansing, and to the Washtenaw county poorhouse.

By Commissioner Bell, to the St. Clair county jail; Industrial School for Boys, Lansing; Home for the Feeble Minded and Epileptic; Monroe county poorhouse; Macomb county jail and poorhouse; Lapeer county jail and poorhouse; Wayne county jail; Oakland county poorhouse; Washtenaw county jail and poorhouse.

By Secretary Storrs, to lock-up at Cadillac; Wexford county jail and poorhouse; Missaukee county jail and poorhouse; Lake county poorhouse; Osceola county poorhouse and jail; Emmet county poorhouse; Cheboygan county jail and poorhouse; Otsego county jail and poorhouse; Crawford county jail and poorhouse; Roscommon county jail; Iosco county jail and poorhouse; Ogemaw county jail and poorhouse; Alpena county jail and poorhouse; Ingham county jail and poorhouse; Montcalm county jail.

The secretary was instructed to write the superintendents of the poor of Oakland county and call their attention to the need of correcting the condition of things as reported existing in their poorhouse by Commissioner Bell. He was also instructed to make the usual subscription to the proceedings of the National Conference of Charities and Correction; also to return to the publishers the copy of the Lansing directory left in the office, as, in the opinion of the commissioners, it was not necessary for the board to have it.

Kalamazoo, September 13, 1894. The board met at the Michigan Asylum for the Insane.

Present, Commissioners Gillespie, Neasmith, Forrest and Bell. The secretary was detained away on account of sickness.

The board examined the cases of Geo. W. Travis and Adelia Bates, for whom application had been made for transfer to the Asylum for Dangerous and Criminal Insane. (See proceedings of the board under provision of section 28, Act 124, Laws of 1893.)

Coldwater, September 13, 1894. The board met at the State Public School.

Present, Commissioners Gillespie, Neasmith and Forrest. A letter from the secretary, regretting his inability to attend, was presented and placed on file.

The following communications were presented, considered and placed on file: From the School for the Deaf, Flint, and from the Northern Michigan Asylum for the Insane, regarding estimates of appropriations to be submitted. The board decided that such State institution could not be reached earlier than the 23d inst. From the State Board of Charities of Ohio and Minnesota asking that they be furnished with copies of the Michigan "Prison Sunday" for distribution in their respective states. On

Present, Commissioners Gillespie, Neasmith and Forrest, and the secretary.

Commissioner Gillespie reported visiting the State institutions at Ionia and examining the estimates of proposed appropriations of such institutions for 1895-96.

The secretary was instructed to purchase for the board's library, "Lend-a-Hand," by Stillman; and "Children of the Poor," and "How the Other Half Live," by Jacob A. Ries.

□ Recommendations regarding future legislation were considered and adopted, and the secretary was instructed to report them to the Governor as required.*

Lansing, September 26, 1894. (P. M.) The board met at its office.

Present, Commissioners Gillespie, Neasmith, Forrest and Bell, and the secretary.

The board considered the estimates of the proposed appropriations for 1895 and 1896, of the following State institutions: Industrial Home for Girls, Adrian; School for the Blind, Lansing; Industrial School for Boys, Lansing; Northern Michigan Asylum for the Insane, Traverse City.†

The following resolution by Commissioner Gillespie was adopted:

"WHEREAS, In the present condition of business, citizens, and especially those who are dependent on constant employment, must find it difficult to meet their taxes, therefore,

"Resolved, That this board, while recognizing the desire to increase the efficiency of the institutions of the State, feels that its recommendations should be made in view of these circumstances, and that special appropriations should contemplate only what is absolutely necessary.

Jackson, September 27, 1894. The board met at the Michigan State Prison and considered, briefly, the estimates of appropriations submitted by such institution, and also the estimates of proposed appropriations of the Upper Peninsula Prison at Marquette.

Lansing, September 27, 1894. (P. M.) The board returned to its office and continued its consideration of the estimates of proposed appropriations for State institutions, as follows: Upper Peninsula Asylum for the Insane.†

Lansing, September 28, 1894. The board met at its office and continued the consideration of estimates of proposed appropriations, as follows: State House of Correction and Reformatory, Ionia; Asylum for Dangerous and Criminal Insane, Ionia; State Public School, Coldwater; State Prison, Jackson; School for the Deaf, Flint; Michigan Asylum for the Insane, Kalamazoo.†

Lansing, November 8, 1894. The board met at its office.

Present, Commissioners Gillespie, Neasmith and Bell, and the secretary.

Minutes of the meetings of April 5, May 1, May 31, July 18, and September 13-15 and 25-28, were read and approved.

A communication to the Governor, regarding alleged evils in the St. Clair county poorhouse, was referred by him to the board. On motion of Commissioner Gillespie, Commissioner Bell and the secretary were requested to investigate the charges preferred.

Charges made of certain evils existing in the Ingham county poorhouse were presented, with a report of the secretary of his investigation of the same; the report was adopted and placed on file.

*See biennial report of 1893-94, pp. 212-217.

†Results of such consideration reported in biennial report, 1893-94, pp. 9-58.

A letter from Mr. T. Clark, regarding his child, which had been placed out by the Rocky Beach Association, was presented and the secretary was instructed to learn of County Agent Holcomb, Kent county, if he had been consulted when the child was placed out, and send a copy of all correspondence to the Governor.

The following communications were received and placed on file: From Dr. Jones, Houghton, regarding the Upper Peninsula Asylum for the Insane; from Ex-Governor Alpheus Felch in response to a telegram sent him by the board on his 90th birthday; from Prof. Woodruff, superintendent of the State Public School, regarding the treatment of one Walls; from the board of control of the Home for Feeble Minded and Epileptic, regarding the submission of estimates of proposed appropriations. The following were approved and placed on file: Commissioner Forrest to the board of supervisors of Genesee county on the condition of the jail of such county; Secretary Storrs to Judge Simpson, reporting lack of required record at the jail of Crawford county, and the judge's reply; to Governor Rich, regarding cases of Geo. W. Travis and Adelia Bates for transfer to the Asylum for Dangerous and Criminal Insane; to board of control of the Home for Feeble Minded and Epileptic, regarding submission of estimates.

Reports were made of the following visits: By Commissioner Gillespie to the School for the Deaf, Michigan State Prison, and the jails of Ottawa, Van Buren, Kalkaska and Leelanau counties.

By Commissioner Bell, to the St. Clair county poorhouse and to asylums for the insane in Canada and in the state of Massachusetts, by authority of the Governor.

By Commissioner Neasmith, to the poorhouse of Kalamazoo county.

By Secretary Storrs, to Wayne County Asylum for the Insane.

Copies of the contracts for erection of buildings at the Upper Peninsula Asylum for the Insane were presented, considered and placed on file.

The secretary presented a list of institutions "placing out children." (Placed on file.)

The secretary was instructed to have printed reprints of a paper on "Management of Jails," and distribute them to every sheriff in the State; also to purchase for the library of the board, from the proceedings of the conference, "Care of Dependent and Delinquent Children," published by the State Charities Aid Association of New York.

The members of the board of control of the Home for Feeble Minded and Epileptic appeared and presented the estimates of proposed appropriations for such State institution for 1895-96; these were carefully considered.†

Secretary Storrs reported delivering an address at the Church of our Father, Detroit, Sunday evening, November 4, on the occasion of the observance of "Prison Sunday."

Lansing, January 3, 1895. The board met at its office.

Present, Commissioners Forrest and Bell, and the secretary.

Letters from Commissioners Gillespie and Neasmith regretting their inability to be present, were presented.

The secretary made a report on the investigation by Commissioner Bell and himself, of the Richmond case in the St. Clair county poorhouse, that no cruelty had been exercised, as claimed, and that no further action, on the part of the board, was needed. The report was accepted and placed on file.

† Results of such consideration reported in biennial report, 1893-94, pp., 9-58.

The following communications were received, considered and placed on file: From Geo. Oliver, Jr., superintendent of the poor, Allegan county, regarding repairing the jail of such county and asking for plans, the secretary reported that he had sent the plans as requested. From W. M. F. Round, secretary of the Prison Association of New York, inviting Secretary Storrs to be present at the 50th anniversary of such association to be held the 25th of February, 1895, which invitation he had been compelled to decline. From the secretary of the State Board of Health, regarding a girl who had been returned to her home in Big Rapids from the Industrial Home for Girls at Adrian, while sick with the typhoid fever. The secretary reported that the case had been investigated, and that Mrs. Sickels, superintendent of such institution had made satisfactory explanation of the case to the Governor.

The secretary presented his report, which had been made to the Governor, on his investigation of charges against the county agent of Shiawassee county, which had proved groundless. It was received, approved and placed on file.

Commissioner Bell reported a visit, with Secretary Storrs, to the Detroit House of Correction, also having attended a meeting of the College Alumni Association of Detroit, at which meeting Secretary Storrs read a paper on "A Woman's Prison for Michigan," by request; also reported attending a meeting, with the Governor, of the board of control of the Home for Feeble Minded and Epileptic; also of having examined two cases committed to the Wayne County Asylum for the Insane, in which there had been some question of their insanity.

Reports were made of the following visits: By Commissioner Forrest to the School for the Deaf, Flint.

By Secretary Storrs, to the poorhouse of Shiawassee county.

Lansing, February 7, 1895. The board met at its office.

Present, Commissioners Gillespie and Forrest and the secretary. The secretary presented a letter from Commissioner Neasmith, regretting his inability to be present. Commissioner Bell telephoned from Detroit, that at the last moment he was detained from attending.

The minutes of the meetings of November 8, 1894, and of January 3, 1895, were read and approved.

The secretary was instructed to confer with the Rev. Sly regarding the Clark child who had been placed out by the Rocky Beach Association.

The following communications were received, considered and placed on file. From the Governor regarding the county agent of Sanilac county, with the secretary's reply; from Dr. Bennett, superintendent of the Wayne county asylum, asking that Anton Magdowski, a patient in such institution, be transferred to the Asylum for Dangerous and Criminal Insane, at Ionia, enclosing clinical history of such patient. (See proceedings of board under provision of section 28, act 124, laws of 1893.)

Reports were made of the following visits: By Commissioner Gillespie to poorhouse of Kent county.

By Secretary Storrs to jail and poorhouse of Van Buren county, and to the Michigan Asylum for the Insane, Kalamazoo. He reported having met with the board of supervisors of Van Buren county and addressing them on the general work of the Board of Corrections and Charities, and on the Michigan Home for the Feeble Minded and Epileptic.

The secretary reported certain verbal complaints touching the Midland county poorhouse, and he was instructed to visit such institution and make a report to the board on the affairs there.

Representative Holden, chairman of the house committee on the School for the Deaf, was present and discussed with the board the subject of the charges preferred against the superintendent of such State institution. He expressed his pleasure at the excellent state of things at such school, and his conviction of the fitness of the superintendent to hold such position. All of which was fully concurred in by the board.

The following bills, to be introduced in the Legislature, were considered by the board, and approved. An amendment to the law governing private asylums for the insane (act 161, laws of 1887); an amendment to the county agent law (Howell's, section 9894); an amendment to the disorderly act; a bill to provide for the parole of convicts; an amendment to the law which provides for State approval of homes in which dependent children are placed by every and all institutions empowered to so place children; and the State supervision of children so placed; also a bill providing for State supervision and inspection of orphanages and children's homes, and that children placed in such orphanages and homes should be so placed in the same manner as a dependent child is committed to the State Public School.

A proposed blank for "Order of disposition of child," to be used in cases of juvenile offenders, by the courts, which had been prepared by P. H. Dolan, justice of the peace, was presented and discussed. The board decided that the blank now used was all that was needed.

Lansing, March 28, 1895. The board met at its office.

Present, Commissioners Forrest and Bell, and the secretary. A telegram from Commissioner Gillespie and a letter from Commissioner Shepard, advising of their inability to be present on account of sickness, were presented.

Commissioner Bell reported children in the Wayne county poorhouse, and the secretary was instructed to correspond with the authorities there regarding the matter.

Commissioner Forrest reported a visit to the Michigan Asylum for the Insane, at Kalamazoo, during which visit he learned that it was exceedingly difficult to obtain sufficient good butter to supply the institution, and that the additional expense incurred by reason of the provision of law which requires butter and not butterine to be used, was from three to four thousand dollars annually.

Secretary Storrs reported a visit made by himself and Commissioner Bell to the Eastern Asylum for the Insane.

A letter from W. S. Sly, regarding the Clark child, was presented, and the secretary was instructed to enquire of Mr. Sly if the law had been complied with in the county where the Clark child had been placed. A letter from Mr. Sly was presented complaining of the failure of county agents to report on homes promptly. The secretary was instructed to write County Agent Parker regarding such charge; also to furnish Mr. Sly with a corrected list of county agents, and call his attention to the fact of the passage of the new law "For the Protection of Children."

The following resolution was received from Commissioner Gillespie and adopted:

"WHEREAS: By expiration of the term of office, the connection of the Hon. James M. Neasmith with this board has terminated,

"Resolved, That we, his associates, most sincerely bear witness to the faithful service rendered by the late commissioner to the State, a service the more meritorious, as in the latter period of his term his state of health made travel and business trying and dangerous.

"Resolved, That we have found in him the careful observer and wise counsellor, and that we shall ever recall our mutual intercourse as a pleasant friendship that will continue, while we invoke the blessing of heaven on him as 'the day goeth away and the shadows of the evening are stretching out.'

"Resolved, That a copy of these resolutions be transmitted to Mr. Neasmith, with the request that he furnish his photograph, to be placed with those of former commissioners, on the wall of the office."

On motion of Commissioner Bell, the secretary was instructed to write a sketch of the life of Mr. Neasmith for publication in the leading journals of the State.

On motion of Commissioner Forrest, the secretary was instructed to have printed the law providing for the protection of children, just enacted and signed, and send a copy to each institution in the State, or persons known to him, authorized to "place out" children.

Lansing, April 18, 1895. The board met at its office.

Present, Commissioners Gillespie, Forrest, Bell and Shepard, and the secretary.

The minutes of the meetings of February 7, and March 28, 1895, were read and approved.

The secretary reported having written Mr. Gillespie, keeper of the Wayne county poorhouse, and to Mr. Woodruff, superintendent of the State Public School, regarding children who had been returned from such State institution to the poorhouse of Wayne county; and replies to such letters were presented, considered and placed on file.

The secretary reported that a sketch of Ex-commissioner Neasmith's life had been written and published in the Detroit Tribune.

A communication to the Governor from the State agent of the State Public School, and referred to this board, regarding charges against the county agent of Huron county, was presented; the secretary reported a conversation which he had had with such State agent on the same subject.

On motion of Commissioner Shepard, Commissioner Bell and the secretary were instructed to proceed to Bad Axe and investigate the charges made against the agent of Huron county, and report their findings directly to the Governor in behalf of the board.*

Reports were made of the following visits: By Commissioner Forrest to Midland county jail.

By Secretary Storrs to Gratiot county jail and poorhouse, Eaton county jail and poorhouse and Livingston county jail and poorhouse.

On motion of Commissioner Shepard, the secretary was instructed to procure full information regarding the case reported by him, of the cutting with a razor of an inmate of the Eaton county poorhouse by a fellow inmate, and on receiving such information confer with the prosecuting attorney of Eaton county concerning the suitable disposition of the attacking party.

Commissioner Gillespie was re-elected chairman of the board, and Commissioner Forrest, vice-chairman.

* Commissioner Bell advised the Governor of such action by the board, who said that no special trip need be made.

The re-districting the State among the commissioners, by counties, for visitation of county institutions was considered, and was left as last year; assigning to Commissioner Shepard Ex-commissioner Neasmith's district.

The following assignments of State institutions for special supervision of each commissioner were made:

To Commissioner Gillespie, Home for the Feeble Minded and Epileptic, Lapeer; Michigan Asylum for the Insane, Kalamazoo; State Prison, Jackson; and State Public School, Coldwater.

To Commissioner Forrest, Detroit House of Correction; Industrial Home for Girls, Adrian; School for the Deaf, Flint; Eastern Michigan Asylum, Pontiac.

To Commissioner Bell, Industrial School for Boys, Lansing; Asylum for Dangerous and Criminal Insane, Ionia; Wayne County Asylum for the Insane.

To Commissioner Shepard, Northern Michigan Asylum, Traverse City; State House of Correction and Reformatory, Ionia; School for the Blind, Lansing.

To Secretary Storrs, Upper Peninsula Hospital for the Insane, Newberry; State House of Correction and Branch of the State Prison in the Upper Peninsula, Marquette.

Commissioners Shepard and Bell were appointed members of the library committee of the board, and Commissioners Gillespie and Forrest members of the committee on plans of jails and poorhouses.

The draft of a bill to provide for organizing and maintaining children's aid societies was considered, and amendments suggested.

On motion of Commissioner Forrest, it was ordered that as many of the members of the board as could conveniently, attend, with the secretary, the 22d National Conference of Corrections and Charities to be held at New Haven, May, 1895.

Lansing, June 24, 1895. The board met at its office.

Present, Commissioners Gillespie, Forrest, Bell and Shepard, and the secretary.

Hon. David Metcalf, of the board of guardians of the Industrial Home for Girls, Adrian, was present and presented the plans of a cottage for the engineer, and of a barn to be erected at such institution. The plans were examined (see proceedings of board under provisions of section 7, act 86, laws of 1889).

Reports were made of the following visits: By Commissioner Bell, to the Wayne county asylum for the Insane; to the Upper Peninsula Prison, Marquette; to the jail and poorhouse of Houghton county, and the jail of St. Clair county.

By Commissioner Forrest, to the Industrial School for Boys, Lansing, and School for the Blind.

By Commissioner Gillespie, to the jails and poorhouses of Grand Traverse, Ottawa, Isabella, Manistee, Muskegon and Ionia counties.

By Secretary Storrs, to the jails and poorhouses of Calhoun, Jackson, Clinton, Allegan and Barry counties; to the jails of Kalamazoo and Kent counties, and to the poorhouse of Genesee county; also to certain state institutions of Massachusetts and Connecticut.

On motion of Commissioner Gillespie, the secretary was instructed to communicate with the superintendents of the poor of the several counties visited, and make such recommendations as he should see fit, based on the recommendations in the reports of visits.

Commissioner Shepard reported the death of County Agent Larzalere of Cass county, and that owing to important matters pending in such county, which require the attention of a county agent, a new agent should be appointed immediately, and suggested that the board recommend to the Governor a successor to Mr. Larzalere. After considering certain persons for such position, on motion of Commissioner Forrest, Commissioner Shepard was requested by the board to suggest the appointment of Mr. G. N. Rivers of Cassopolis for county agent of Cass county.

On motion of Commissioner Forrest, the secretary was instructed to arrange a schedule of visits to county jails and poorhouses, which will enable him to visit each of such institutions during the year, beginning July 1, 1895.

Commissioner Shepard offered the following, which was adopted:

"Resolved, That the Attorney General be requested to inform this board whether a proper construction of sections 9642, 9643, 9644 and 9645 of chapter 339, title 41, Howell's Statutes, will permit boards of county supervisors to instruct and direct their several sheriffs and jailors, in charge of the county jails, to compel vagrants and other persons "serving sentences," imposed by justices of the peace, to perform manual labor during their imprisonment.

The following communications were presented, considered and placed on file: From F. D. Clarke, superintendent of the School for the Deaf, regarding plans to be submitted; from Ex-commissioner Neasmith presenting portrait of himself, as requested by the board; copy of the secretary's letter to supervisors of Kent county regarding the jail of such county, and their reply; copy of secretary's letter to the superintendent of the poor of Eaton county, and to the prosecuting attorney of such county regarding the inmate who was assaulted with a razor, and their replies. From D. G. Slafter, county agent of Tuscola county, regarding an alleged criminal assault on one of the wards of the State who had been placed in a home in such county, and the secretary's reply to same.

On motion of Commissioner Forrest, the secretary was instructed to continue the correspondence until a proper culmination be reached.

On motion of Commissioner Shepard, the secretary was instructed to continue his correspondence with the prosecuting attorney of Eaton county with a view of securing the transfer of the assaulting inmate to the Asylum for Dangerous and Criminal Insane.

On the favorable report of the committee on library, the secretary was instructed to subscribe for the usual number of copies of the proceedings of the National Prison Congress of 1894, and to purchase for the board's library "The Death Penalty," and "Punishment and Reformation."

The plans and estimates of cost of a barn to be erected at the colony farm of the Michigan Asylum for the Insane were presented. (See proceedings of the board under section 7, act 86, laws of 1889.)

Traverse City, August 14, 1895. (A. M.) The board met at the Park hotel.

Present, Commissioners Gillespie, Forrest and Jenks (successor to Commissioner Bell, resigned), and the secretary.

Copies of the secretary's letters to the following named were presented, approved and placed on file: To the superintendents of the poor of Isabella, Ingham, Ionia, Muskegon and Barry counties; to Dr. Edwards, medical superintendent, Michigan Asylum for the Insane; to the Auditor General; to the Industrial Home for Girls; and to the Attorney General.

The secretary presented a copy of a letter from Commissioner Shepard to the Attorney General, regarding the working of prisoners in county jails. It was approved and placed on file.

Lansing, September 3, 1895. The board met at its office.

Present, Commissioners Gillespie, Forrest, Shepard and Jenks, and the secretary.

Prof. F. D. Clarke, superintendent of the School for the Deaf, was present and presented the plans for a new detached dormitory to be erected at such institution, which were examined. (See proceedings of board under section 7, act 86, laws of 1889.)

The minutes of the meetings of April 18, June 24, and August 14, 1895, were read and approved.

Commissioner Shepard presented a letter from the Attorney General, regarding the working of prisoners in jails, which was received and placed on file, and the commissioner offered the following, which was adopted:

"Resolved, That the secretary of this board be instructed to consult with the Attorney General at the earliest opportunity, and if, in the opinion of the Attorney General, such action shall be warranted, the secretary prepare a circular, to be approved by the chairman of this board, and a copy sent to the county clerk of each county of the State, to be laid by him before the board of supervisors at their October meeting, said circular to recommend the detail of action on the part of the several boards of supervisors necessary to provide hard labor within the premises of the county jail, for tramps, vagrants, wife beaters, recidivists, and for any minor crimes coming under the jurisdiction of justices of the peace. That the chairman and secretary be authorized to use their discretion as to the publicity to be given the circular when prepared.

The following communications were presented, considered and placed on file: By the secretary, to D. G. Slafter, county agent of Tuscola county, regarding assault of State ward and Mr. Slafter's reply to same; to the prosecuting attorney of Eaton county, regarding the assault with a razor of an inmate of the poorhouse of such county, and his reply to same; to Dr. Munson, superintendent of the Northern Michigan Asylum, and to Mrs. Lucy M. Sickels, superintendent of the Industrial Home for Girls, regarding plans of buildings; to Warden Fuller, regarding young boys committed to the State House of Correction, and his reply to same.

The secretary was instructed to advise the board of supervisors of Eaton county that, in the opinion of the board, the inmate who committed an assault on a fellow inmate in the poorhouse of their county is a subject for, and should be committed to the Asylum for Dangerous and Criminal Insane.

The committee on library recommended the purchase of "American Charities," by Amos G. Warner, Ph. D., and the secretary was instructed to purchase such book for the board's library.

The secretary was instructed to communicate with the various colleges in the State with a view to having presented sociological subjects to the students.

The board visited the School for the Blind and the Industrial School for Boys.

Detroit, October 3, 1895. The board met at the Cadillac hotel.

Present, Commissioners Forrest and Jenks and the secretary.

Claude W. Case, trustee, and Dr. Sam'l Bell, medical superintendent of the Upper Peninsula Hospital for the Insane, presented the plans of

buildings to be erected at such institution, which were examined. (See proceedings of the board under section 7, act 86, laws of 1889.)

Ionia, October 10, 1895. The board met at the Asylum for Dangerous and Criminal Insane.

Present, Commissioners Jenks and Shepard and the secretary.

The secretary presented an invitation from President Gorton of the Agricultural College, to the board to arrange a series of lectures to be delivered at such institution; in compliance with which invitation, the board arranged for two before the fall term ends (Nov. 8). Further action was deferred to the November meeting of the board.

The secretary presented an invitation from Flint to hold the next annual convention of the board and conference of county agents in such city. The invitation was accepted, and Tuesday and Wednesday, December 10 and 11, 1895, were selected as the dates for holding such meetings.

On motion of Commissioner Shepard, the secretary was instructed to write each county clerk of the State, requesting him to inform the board what action, if any, is taken by the board of supervisors of his county, as to working the inmates of its jail.

The board visited the State House of Correction and Reformatory, and the Asylum for Dangerous and Criminal Insane.

Lapeer, November 6, 1895. (P. M.) The board met at the Abram house.

Present, Commissioners Gillespie, Forrest, Jenks and Shepard, and the secretary.

The minutes of the meetings of September 3 and October 3 and 10, 1895, were read and approved.

The following communications were presented, considered and placed on file: Board to colleges regarding lectures on sociology; from the respective presidents of the Agricultural, Olivet and Alma colleges, the State Normal School, and the University of Michigan, regarding lectures in such institutions; to the several boards of supervisors regarding work of prisoners in jails; Attorney General's opinion of such work; to Prof. F. D. Clarke, regarding plans of dormitory; to board of supervisors of Baraga county regarding needs in jail of said county; to board of supervisors of Menominee county regarding evils existing in the jail of such county; to the board of supervisors of Eaton county regarding the inmate in the poorhouse of such county who had committed an assault on a fellow inmate; to the Attorney General regarding the legal age of commitment for truancy, and the Attorney General's opinion regarding it; to Mrs. Lucy M. Sickels, superintendent of the Industrial Home for Girls, regarding the refusal of the board of guardians of such institution to receive girls who had been sentenced there; from H. H. Hart, secretary, regarding the proceedings of the 22d National Conference of Charities and Corrections; from Mrs. Morrison regarding children in poorhouses; to Claude W. Case, trustee of the Upper Peninsula Hospital for the Insane, regarding plans; from the State Public School regarding law for placing out children; from Hon. C. L. Brundage regarding the State School for the Deaf; from Prof. F. D. Clarke, superintendent of the School for the Deaf, regarding the estimate of cost of the new dormitory exceeding the amount appropriated therefor; from Dr. Christian, superintendent of the Eastern Michigan Asylum, regarding the joint meeting of boards of the several asylums for the insane of the State; from Mrs. d'Arcambal regard-

ing the observing of "Prison Sunday" in Detroit; from county clerks regarding the action of boards of supervisors as to working jail prisoners.

Reports were made of the following visits: By the board to the Industrial School for Boys and School for the Blind, Lansing; and to the Asylum for Dangerous and Criminal Insane and State House of Correction and Reformatory, Ionia.

By Commissioner Gillespie to the jails of Kent, Mecosta and Newaygo counties, and to the jails and poorhouses of Mason, Antrim and Grand Traverse counties.

By Secretary Storrs to the jails and poorhouses of Ingham, Schoolcraft, Delta, Menominee, Iron and Gogebic counties; to the jails of Baraga and Mackinac counties; to the hospital of Delta county and to the Michigan State Prison.

The program of the 14th annual convention of the board and conference of the county agents was presented and considered. On motion of Commissioner Shepard, Commissioner Gillespie was chosen to respond to the address of welcome. On motion of Commissioner Forrest, the secretary was instructed to prepare and present at such convention a paper on "Legislation of 1895 touching penal, reformatory and charitable matters." The program was then adopted.

The secretary was instructed to arrange, if possible, for lectures—at colleges desiring them—by Judge C. B. Grant, Prof. Henry Adams, Dr. Hal C. Wyman, Hon. Levi L. Barbour, Revs. C. F. Swift, Lee S. McCollier, and Wm. Knight, Rabbi Louis Grossman and Dr. F. W. Mann. Commissioners Gillespie and Forrest expressed their willingness to deliver a lecture at three of the colleges.

On motion of Commissioner Jenks, the secretary was instructed to communicate with the board of auditors of Wayne county regarding the plans for the new jail of such county, and suggest that they be submitted to this board for its examination and suggestions before they are adopted.

Commissioner Jenks presented a list of the names and ages of the feeble minded and epileptic in the Wayne county asylum, which had been furnished him by Dr. Bennett, superintendent of such institution, at the commissioner's request, which was examined and placed on file; and the secretary was instructed to obtain like lists from each county in the State.

Lapeer, November 7, 1895. (A. M.) The board met at the Abram house at 9 a. m., as per adjournment.

The secretary was instructed to write the superintendent of the poor of Eaton county, and learn what action had been taken in the case of the inmate at their poorhouse who had made the assault on a fellow inmate.

The secretary was instructed to subscribe for one hundred copies of the Proceedings of the 22d National Conference of Charities and Correction. On motion of Commissioner Shepard, the secretary was also instructed to write to persons to whom such proceedings should be distributed that, on receipt of the needed postage or express charges, the board would be pleased to furnish them with a copy, excepting in cases of persons who had assisted the board in its work, to whom they should be sent free.

Commissioner Gillespie was requested to report to the Governor the inefficiency of the county agent of Mason county, and name to him a proper person for such office.

Gen. Chas. S. Brown, trustee, and Prof. F. D. Clarke, superintendent of the School for the Deaf, presented amended plans for a new dormitory, which take the place of those presented September 3, which latter could

Barbour, Dr. Hal C. Wyman, Rabbi Louis Grossman, Rev's Lee L. McCollister, Wm. Knight, and C. F. Swift; from Hope College and from the State Normal School regarding lectures at such institutions; from Mrs. Lucy M. Sickels, superintendent of the Industrial Home for Girls, regarding Shiawassee county agent; from Sam'l Bell, M. D., superintendent of the Upper Peninsula Hospital for the Insane, announcing the opening of such institution for the reception of patients, and requesting an early visit from the board; from the superintendent of the poor of Eaton county, advising of the final disposition of the case of Orange Adams; from the county clerks of Wayne, Ionia, Tuscola, Oceana, Grand Traverse, Kalamazoo, Oakland, Mecosta, Ogemaw, Eaton, Presque Isle and Lenawee counties, regarding the working of prisoners in their respective jails.

An anonymous letter signed "Taxpayer" was presented complaining of the treatment of a girl at the Lake county poorhouse, said now to be an inmate of the Osceola county poorhouse. The secretary was instructed to correspond with County Agent Lewis (late superintendent of the poor of Osceola county), and request him to make such investigation as he can of the case and report his findings to the board.

On motion of Commissioner Jenks, the secretary was instructed to write the chairman of the committee on buildings, of the board of supervisors of Macomb county, calling his attention to the letter written the sheriff of such county on the condition of the basement wards of his jail, and request that the committee on buildings take the matter in hand.

On motion of Commissioner Gillespie, the secretary was instructed to call the attention of the board of supervisors of Osceola county to the report made by him of the bad condition in which the jail of such county is, and also advise the circuit judge of the 19th circuit of the same.

The following, offered by Commissioner Gillespie, was adopted:

WHEREAS, Facts on heredity in its bearing on imbecility may prove of value in influencing legislation in behalf of the Home for Feeble Minded and Epileptic, and especially facts localized in this State;

Resolved, That this board respectfully request the superintendent of the Home for Feeble Minded and Epileptic to furnish to this office, from time to time, statements of such cases of transmitted imbecility as may come under his observation;

Resolved, That Commissioners Jenks and Shepard be requested to act with the secretary as a committee to secure the co-operation of local medical societies, and physicians of county houses, in collecting information as to the antecedents of the various classes of paupers in the poorhouses.

The board visited the Michigan State Prison.

Detroit, February 21, 1896. The board met at the Cadillac hotel.

Present, Governor John T. Rich, Commissioners Jenks and Shepard, and the secretary.

Wm. M. Edwards, M. D., superintendent of the Michigan Asylum for Insane, was present and presented plans of the detached cottage to be constructed at such institution, which were examined. (See proceedings of the board under section 7, act 86, laws of 1889).

O. R. Long, M. D., superintendent of the Asylum for Dangerous and Criminal Insane, with Messrs. Reid and Mattison, trustees of such asylum, were present and presented plans of the building to be erected at such institution which were examined. (See proceedings of the board under section 7, act 85, laws of 1889.)

prison office, to the end that future disputes arising under such contracts or agreements may be settled by the warden from facts known by him from such records.

On motion of Commissioner Gillespie, the secretary was instructed to ascertain—as far as in his power, what employment is furnished female patients in the leading asylums for the insane in the country.

The following communications were received, considered, and placed on file: From Wm. M. Edwards, M. D., superintendent of the Michigan Asylum for the Insane, regarding the cost of the new detached cottage to be erected at such institution. The Secretary reported that he had filed the required certificate regarding its cost. On motion of Commissioner Shepard such action of the secretary was approved by the board. From Hillsdale and Olivet colleges, and from the University of Michigan, and the State Normal School, naming their respective choice of lecturers. From the county agents of Osceola and Lake counties, regarding complaints against the keeper of the Lake county poorhouse. The information thus derived was such that, in the opinion of the board, there was no need to expend more time or expense in the matter.

The secretary reported on the cost of the new building to be erected at the Asylum for Dangerous and Criminal Insane, and that he had filed the required certificate regarding it with the Auditor General. On motion of Commissioner Shepard such action of the secretary was approved.

The Board visited the Michigan Asylum for the Insane.

Detroit, March 25, 1896. An examination was had, at the Cadillac hotel, of the plans of one of the three cottages and of the infirmary to be erected at the Upper Peninsula Hospital for the Insane (see proceedings of the board under section 7, act 86, laws of 1889).

Adrian, April 1, 1896. The board met at the Industrial Home for Girls.

Present, Commissioners Gillespie, Jenks and Shepard, and the secretary; Messrs. Metcalf and Waite of the board of guardians, and Mrs. Lucy M. Sickels, superintendent of the Home, were also present and participated in the proceedings.

The cottages and the basement of the chapel, in which it is proposed to establish a cooking school, should such school be determined upon, were visited. At the meeting, which followed such visits, the following recommendations were made by the board: On motion of Commissioner Jenks, that the board disapproving of the ventilation in the central cottage, recommends an entire change of the system, to the one in use in the Palmer cottage, and in the (new) Alger cottage, which can be done at little expense. That outside fire escapes be placed from the third story of each of the cottages; that a thermometer be placed in each cottage to the end that a more uniform temperature be secured. On motion of Commissioner Shepard, that the board of guardians take steps to ascertain the probable cost of an approved plant for the teaching of cooking, and if they find the same to be practicable and desirable, that they submit such scheme to this board for its opinion of the proposed appropriation needed; that the Industrial Home should own its own lighting plant; that, owing to the great expense of heating the administration building separately, such system should be changed and it be heated, as the other buildings are, from the central heating plant; that it is the sense of this board that heating from a central plant should be adopted in all State institutions, when such would be more economical or satisfactory.

Copies of the following communications of the secretary were read, approved and placed on file: To Otis Fuller, warden of the State House of Correction and Reformatory, recommending written contracts with convicts for over work; to the Attorney General, regarding patients in our asylums for the insane who receive pensions; to asylums for the insane, regarding the employment of female patients; to Judge Corbett, reporting no jail record in Charlevoix county; to the Attorney General, regarding the violation of the law for the protection of children.

The following communications were presented, considered and placed on file: From Judge Corbett, replying to the secretary's letter regarding the lack of a jail record in Charlevoix county; from County Agent Wing of Allegan county, reporting violation of the law for the protection of children; from the Attorney General regarding the committing of all classes of convicts to the State House of Correction and Reformatory; from Prof. A. J. Murray, superintendent of the State Public School, advising of room at such institution for infants; from A. J. Servise and wife, complaining of the food furnished prisoners at the Ingham county jail.

On motion of Commissioner Jenks, the secretary was instructed to send a copy of the Attorney General's opinion regarding the indiscriminate commitments to the State House of Correction and Reformatory, to the board of such institutions; also to report the complaint touching the Ingham county jail, to the Governor, sending him a copy of the Service letter, and ask for instructions from him, regarding the complaints made.

Commissioner Jenks was requested to take under his special supervision the Industrial Home for Girls, during the absence from active duty on the board of Commissioner Forrest, under whose care it now is.

Reports were made on the following visits: By Commissioner Gillespie, to the Ionia county poorhouse and jail, and to the poorhouse of St. Joseph county.

By Commissioner Jenks, to the Macomb county jail, the jail and poorhouse, and asylum of Wayne county, and to the Industrial Home for Girls.

By Commissioner Shepard, to the jails and poorhouses of Branch and Cass counties, and jail of Berrien county.

By Secretary Storrs, to the jails and poorhouses of Oakland, Shiawassee, Livingston, Clinton, Gratiot and Eaton counties, and, by the board, to the Industrial Home for Girls, and the State Public School.

Commissioner Gillespie reported having lectured at Hillsdale college, thus completing the assignments made him to lecture at the State Normal School, Alma and Hillsdale colleges.

The board visited the Eastern Michigan Asylum for the Insane.

Grand Rapids, June 6, 1896. The board met at the Morton house (being in attendance on the National Conference of Charities and Correction).

Present, Commissioners Gillespie, Jenks and Shepard, and the secretary.

A letter from Commissioner Forrest, from Farmville, Va., where he has gone for his health, regretting his enforced absence, was presented and placed on file.

Minutes of the meeting of May 7, 1896, were read and approved.

The following communications were presented, considered and placed on file: From the Attorney General regarding the cost of maintenance of

OUR COUNTY JAILS.

The duty of visiting and examining into the condition of our county jails, required by the Board of Corrections and Charities, has been performed by the commissioners. For a systematic, and so a better performance of such duty, the State is districted, and a district assigned to each commissioner for his special supervision as follows:

To Commissioner Gillespie.—Emmet, Charlevoix, Leelenau, Antrim, Benzie, Grand Traverse, Kalkaska, Manistee, Wexford, Missaukee, Mason, Lake, Osceola, Clare, Oceana, Newaygo, Mecosta, Isabella, Muskegon, Kent, Montcalm, Ottawa, and Ionia counties.

To Commissioner Jenks.—Huron, Sanilac, Tuscola, Genesee, Lapeer, St. Clair, Livingston, Oakland, Macomb, Washtenaw, Wayne, Lenawee, and Monroe counties.

To Commissioner Shepard.—Allegan, Barry, Eaton, Ingham, Van Buren, Kalamazoo, Calhoun, Jackson, Berrien, Cass, St. Joseph, Branch, and Hillsdale counties.

To Commissioner Forrest.—Cheboygan, Presque Isle, Otsego, Montmorency, Alpena, Crawford, Oscoda, Alcona, Roscommon, Ogemaw, Iosco, Gladwin, Arenac, Midland, Bay, Gratiot, Saginaw, Clinton and Shiawassee counties.

To Secretary Storrs.—Gogebic, Ontonagon, Houghton, Keweenaw, Baraga, Marquette, Iron, Menominee, Dickinson, Delta, Schoolcraft, Alger, Luce, Mackinac, Chippewa, and Manitou counties.

The visits made by each are shown in the table, later in this report, of "Jails visited by commissioners." The work which must supplement such visits cannot be tabulated, consisting as it does of communications to sheriffs and boards of supervisors, commending what is found in construction or management that is entitled to praise, suggesting the correcting of evils that are found to exist, and recommending the remedy. While in some cases these suggestions are not heeded, nor the recommendations adopted, still in a large number of instances they have been, and the board has received the assurance that great benefits have been derived from so doing. Cases are becoming less and less frequent where the suggestions of the board are not received with consideration and acted upon. Notable instances of marked improvement during the last biennial period exist in many counties. New jails have been constructed in Benzie and Berrien counties, and Wayne county is now constructing a \$100,000 jail.

Considerable improvement has been made in the general character of the jails during the past two years by the visits and reports of the county jail

and by the advice of Secretary Hart did, adopt the "separate system." As might have been expected with such a radical change, we at first experienced some difficulty, but by exercising patience and adhering strictly to our rules we soon became absolute masters of the situation. As you are well aware, the "separate system" consists of confining one prisoner, and one only, in a cell; only one prisoner at a time in the corridor for exercise; only one prisoner at a time to clean out night soil, etc. The idea being to isolate the prisoners as much as possible, to admit of no conversation or the interchange of notes between inmates of different cells.

The question may arise, "Does not this system require too much time, incur too much detail?" Give it a fair, square, unprejudiced trial and I guarantee you will agree with me that the good results obtained are far more than commensurate with the pains and labor bestowed.

When a prisoner violates a rule, admonish him; if that fails of the desired result, confine him in the dungeon.

Never administer corporal punishment, but treat him with kindness and firmness.

For instance, should a prisoner object to his victuals, such as meat, potatoes, etc., do not argue with him; take the meat away; continue with your regular fare; make no changes whatever and he will soon subside.

Another factor in favor of the "separate system" is that it is a prevention of escape. When a prisoner is incarcerated his first thoughts are generally of liberty, of escape and not infrequently his every impulse, his every thought, is concentrated to that end. He schemes to secure the confidence of the turnkey, he familiarizes himself with the turnkey's every movement, he solicits the co-operation of his fellow prisoners, in fact nothing is left undone which the fertility of his brain can invent. Now while the "separate system" is not an absolute prevention of escapes, that being a problem difficult of solution, still it is a long stride toward the goal.

Since moving into our present quarters and living up to our rules we have been fortunate enough not to have had a single escape. * * * This on its face may appear severe, but remember the jail is a place for the punishment of crime and must not be converted into a club house.

The life of ease and idleness possible in our jails have actually made them not only no dread to the evildoer, but places to be sought by a certain class of prisoners, who are sentenced to them. It is told of a prisoner in one of our jails, where the breaking of stone has lately been required, who had "tramped" to Michigan from an adjoining state, that when he was handed a hammer and told to get into line and march out to work, that he said, "Work, work in this jail, I have walked a hundred miles to get into this jail, because I was told that a fellow had such easy times here." During the past year the State Board of Corrections and Charities has made an effort to secure the employment of prisoners who have been committed to the jails of the State; a report of such action of the board will be given later on.

To the fee system, connected with the boarding of prisoners by the sheriff, can largely be attributed many of the evils connected with and arising from the present way we handle our crime class. It would almost seem, when we consider the large number of short sentences and of re-arrests, that our present system was established for the main purpose of enabling officers to earn fees to be taxed on the honest, industrious citizen. The operation begins with the arrest, is continued through the trial

The provisions referred to have been upon the statutes of this State for very many years. The language is clear, and its construction is not difficult. The difficulty in the case seems to be that, to all intents and purposes, the law has been a dead letter, as speaking generally, no use has been made of it. I believe the main reason for this has been the supposed expense of inaugurating the system, and securing the machinery by which the law can be made applicable.

The consequence is that for years and years in this State, to a large class of offenders, the county jail has been looked upon as a public institution in the nature of a *hotel* where they could secure board and lodging without cost to themselves, and where, while nominally prisoners, they could spend their time in telling stories, reading bad books, singing ribald songs, playing cards; and the older and more confirmed in vice could teach the younger class methods and ways for breaking the law after their brief period of confinement should have ended.

In my opinion, this system is a reproach to the civilization of this State, utterly defenseless, and one which, on the whole, has done much harm to society.

The provisions of law above referred to by which all prisoners sentenced to the county jail were expected to be constantly employed, have been utterly set aside and held for naught. And I rejoice that there is a prospect, through the influence of your board, of the suspension of the old system and the introduction of the system which the laws for more than forty years have assumed would be adopted in this State.

By section 9,642, it is made the duty of the keepers of the several jails of the State, whenever any person shall be sentenced to hard labor therein, and any mode of labor shall be provided, to cause such person to be kept constantly employed during every day, except Sunday, and annually to account to the board of supervisors of the county of the proceeds of such labor.

By section 9,645, it is provided that even in case where a person shall be sentenced to pay a fine and costs, or either, and to be committed until such fine and costs are paid, he, too, shall be employed at hard labor, and shall be allowed such sum as the said keepers shall be able to obtain for the labor of such convict, less the expense of his support, and when he shall earn the amount of such fine and costs, he shall be discharged.

As I have already said, for years these provisions of law have existed, and for years they have been neglected and not enforced, with the evil results which I have referred to.

In my examination of this subject, I find that this method of treatment is being adopted in many of the States of this union. The State, for its own protection, its own good, and for the good of the prisoners themselves, compels such prisoners to work while they are in confinement, rather than spend their time in idleness, with all of the evil which results therefrom.

I have no doubt whatever that all persons confined in the jails of this State, whatever be their offense, that are capable of hard labor, can be compelled, under existing laws, to do work and hard work at that. This, of course, includes those who are sentenced to the county jails by a court of competent jurisdiction, and the tramps, vagrants and petty offenders that are committed by justices of the peace and other magistrates. There is, however, one limitation to this proposition, and that is, the co-operation of the board of supervisors must first be obtained. These boards constitute the legislative branch of the county government; they have, under the law,

was considered, was not deemed worthy to be put as an offset. The employment of county prisoners in breaking stone may not be practicable in all our counties, but there are very few, if any, counties where some such simple, inexpensive employment cannot be found for men who subsist on the funds provided by the long-suffering taxpayers.

Regarding the second item, namely, the authority of the boards of supervisors to compel persons sentenced to county jails to labor, the State Board of Corrections and Charities has consulted his honor, Fred A. Maynard, Attorney General of Michigan, and he has most emphatically expressed the opinion that such power exists. Mr. Maynard has kindly favored the board with his written opinion, which we have the pleasure of submitting herewith. As will be seen, the opinion not only establishes the fact of the power, but points out the way in which the power may be exercised. This board would respectfully ask your careful consideration of such opinion, and urge that steps be taken by your honorable body to provide facilities for, and that strict instructions be given by you to your sheriff to require labor within the premises of your county jail of all tramps, vagrants, wife beaters, recidivists, and of all who may be sentenced to such jail to "serve sentence."

By order of the board.

Yours very respectfully,

L. C. STORRS,
Secretary.

GEO. D. GILLESPIE,
Chairman.

After the October meeting of the several boards of supervisors a letter was sent to each county clerk asking what, if any, action was taken by the board of supervisors of his county looking to the working of prisoners "serving sentence" in their jail, and the responses showed that in quite a number of counties the sheriff had been instructed to employ such prisoners. The kind of employments varied, wood in the log to be worked into 18 inch lengths, breaking stone, clearing the county farm, sawing and splitting the wood for county use, were some of them. In some counties the employment was left to the judgment of the sheriff, while other boards appointed committees to take the subject under consideration and report plans. While it may be a little too soon to experience all the good results which the working of county prisoners must eventually bring, the county board of jail inspectors of our county, in the report of their inspection of February, 1896, say, regarding the adoption of the plan in their county. "In compliance with the proceeding a building was constructed, stone hammers and material were procured, and the prisoners kept at work, all of which has had a most salutary effect in reducing the number of arrests, as well as very materially reducing the expense of the county, a result most gratifying to your committee, and most highly commended." A sheriff of another county said, "The working of my prisoners has reduced their number about a third, as compared with the same months last year, and of course has reduced my receipts for board that much, but I have been more than compensated by the improved discipline I have been able to maintain because of the prisoners being employed."

Our jails are generally placed under the unlimited, and in many cases, the unsupervised control of the sheriffs who are paid a stated sum per meal, per day, or per week, for the board of the prisoners, with no stipulation or check as to the quality or quantity of the food furnished, or as to

ALLEGAN.

Jail at Allegan—Two story brick building; contains four large cells, 8x12 feet, in lower story; rooms in second story for women and juvenile offenders; is very dark and poorly ventilated, and without necessary means for bathing. The county jail inspectors, in their February, 1896, visit find bad ventilation; but say that the management of the jail has been greatly improved since the last visit. They report the halls and cells thoroughly cleaned, the vermin have been exterminated, and more and better bedding furnished. The commissioner says, in his report of a late visit, "A new jail is very much needed; but little advantage could be had in attempting to improve this one."

ALPENA.

Jail at Alpena—This is one of the model jails of the State. It is built of stone, has twelve cells, six $6\frac{1}{2} \times 8\frac{1}{2}$ in first story, two $6\frac{1}{2} \times 8\frac{1}{2}$ and two $8\frac{1}{2} \times 13$ in second story, besides two good sized rooms in second story for witnesses etc. Separation is therefore well provided for, and is maintained. To prevent all communication with the outside there has been constructed, all around the jail proper, a wall of stone twelve feet high, topped with an iron picket fence three feet high. The jail is heated with hot water. Two bath tubs are provided, also lavatories. The water supply is abundant and good. Water closets are provided. Bedsteads are iron bunks and husk mattresses are used; bedding is blankets; all in good condition, as are the jail and cells.

ARENAC.

Jail at Standish—A small new jail in basement of the court house, contains but one cell, is damp and inconvenient. The county claims that it is too poor, and taxes too heavy even now to permit of any thing better at present.

BARAGA.

Jail at L'Anse—One story brick building; contains two cells, 8x8 feet. There is a separate cell for women or children in second story of the sheriff's residence. The cells of this jail, with cage in front of them, are of steel and quite secure. No attempt has been made at ventilation. Aside from the five "drunks and disorderlies," only six prisoners have been confined in this jail during the last six months, as reported by the county jail inspectors. A second story is strongly recommended by such officers.

BARRY.

Jail at Hastings—A two story brick building, some two years old. Has ten good sized cells, with provision for the separate confinement of female and juvenile prisoners in the second story. The jail is heated with steam, but, as frequently is the case when providing for heat, the boiler is too small, and in the coldest weather portions of the jail are cold. The building is well ventilated, is provided with bath tubs, and has a supply of

room is badly planned for proper separation. The cells are arranged to contain six prisoners each, and all open into a common cage where all mingle; nothing could be worse than this arrangement. In the second story, however, this is all changed, and the provision for separation and classification is good. It is heated by steam and the ventilation is good. Bath tubs are provided and a good supply of water is secured.

CASS.

Jail at Cassopolis—A two story brick building; contains twelve cells, $8\frac{1}{2} \times 7\frac{1}{2}$ feet, and rooms for females, 14×16 feet; it is heated by steam and well ventilated; is provided with two bath tubs; is very secure. The visiting commissioner reports of this, "jail is good in all respects." A stone yard has been added to the jail, in which prisoners are worked.

CHARLEVOIX.

Jail at Charlevoix—A small affair in the rear of the rooms used for county purposes; has six cells, with a room for female and juvenile prisoners; is used as a city lock-up as well as a county jail; has no conveniences for bathing, although a good supply of water is furnished from the city water works.

CHEBOYGAN.

Jail at Cheboygan—A one story brick building; contains six cells, 5×7 feet, with solid doors opening into a central corridor, and with grated backs; lighted by windows back of the cells. Cells for women and children in second story of sheriff's residence. This jail is fairly secure, and well planned as far as it goes, but lacks in not having a proper entrance. Entrance now is through the sheriff's kitchen. This should be changed. Water closets are provided, which were in good condition at the time of the last visit. Water is from the city water works, and the supply is good. The facilities for bathing, however, are very meagre.

CHIPPEWA.

Jail at Sault Ste. Marie—The jail is built of stone, two stories high. It has six brick cells, $4 \times 6\frac{1}{2}$ feet, in the first story, and rooms in the second story for female and juvenile prisoners; is heated by steam and well ventilated; has no facilities for bathing prisoners; is poorly planned for the separation of male prisoners. The jail is too small, and should be enlarged.

CLARE.

Jail at Harrison—This is a one story brick jail. It has four cells, 6×8 feet; also four good sized rooms in the second story of the sheriff's residence used for women and juvenile prisoners. The county board of jail inspectors reports it as "construction poor and unsafe."

OLINTON.

Jail at St. Johns—A two story brick building, contains fourteen cells, 5x7 feet; the upper cells are quite secure, but very dark; has only one small room, in the second story of the sheriff's residence, for women and juvenile prisoners. Sewerage has been improved since last report. A very poorly planned jail. The visiting commissioner reports "the jail in excellent condition."

CRAWFORD.

Jail at Grayling—It is provided by making an extension to the court house; is two stories high; has five cells; two 7x9 in the first story for men, and three in the second story for women and children. These cells, however, provide for four prisoners in each, who sleep in hammocks, two swung over, two underneath. A narrow grated corridor is in front of the cells, and the jail is secure only as prisoners are huddled, under lock and key, in such narrow quarters. Water closets and lavatories are provided, and there is a good supply of water.

DELTA.

Jail at Escanaba—A small one story structure of brick, containing only two cells, 8x7 feet, enclosed in a steel cage. This portion of the jail is very secure, but so limited for the large number of prisoners confined that use has had to be made of the space outside the cage, which has resulted in the escape of some prisoners. A one story addition has been made in the rear for female and juvenile prisoners. The jail is well supplied with water, is heated with stoves; is quite light and well ventilated. Wire screens have been placed over windows, and a high board fence built between the jail and the street, since last report.

DICKINSON.

Has no jail, uses Menominee county jail.

EATON.

Jail at Charlotte—A two story brick building, contains six cells 5x7 feet, and 7x7 feet. A cell separate and apart from others for "drunks," and a large room in the second story for "tramps," helps to keep the jail proper clean. Two cells in the second story of sheriff's residence are for women and children. It is heated with steam; sewerage, which is poor, is to a cess-pool in yard; the ventilation is fair; bath tubs are provided, and there is a good supply of water.

EMMET.

Jail at Harbor Springs—A two story frame building. The jail proper occupies one room, which is furnished with an iron cage with four cells.

A wing has been built in which are confined female and juvenile prisoners. The jail is heated by stoves, has no sewerage, and no ventilation, except by windows. Is a failure as a jail.

GENESEE.

Jail at Flint—A two story brick building, contains sixteen cells, 5x7 feet. It has no special provision for female and juvenile prisoners; the jail is very dark, and has very poor ventilation. It is used as a city lock-up by the city of Flint, and the county board of jail inspectors protest in very strong terms, at its being so used. As a consequence the jail is full of vermin, so that the county jail inspectors say in their report, "a more thorough system should be used for the extermination of the vermin, brought in almost daily by tramps." Bathing facilities are entirely lacking.

GLADWIN.

Jail at Gladwin—This jail occupies a portion of the basement of the court house, has three cells of boiler iron, 6x8 feet; is close, dark and unventilated; has no provision for separate confinement of female and juvenile prisoners. City water has been introduced and improved things some since last report; but is still most unfit for the purpose of a jail.

GRAND TRAVERSE.

Jail at Traverse City—A two story brick building with a high basement, contains seventeen cells, 6x8 feet; has rooms in the second story for female and juvenile prisoners; has bath tubs, lavatories and water closets in each of the three wards, is heated with steam; is well ventilated and lighted; has good sewerage, and is a model in its plan and appointments. The visiting commissioner recommends in his last report, "better water supply and cleanliness."

GOGEBIC.

Jail at Bessemer—A two story stone building, has six cells in first story and two in second story, for female and juvenile prisoners. Is heated with steam, ventilated by flues. Is provided with bath tub, lavatory and water closets, all in good condition, and has a good supply of water. Bedsteads are iron bunks; beds, mattresses; bedding, blankets. Is reported "very much cleaner than at any former visit."

GRATIOT.

Jail at Ithaca—A one story brick building, containing eight cells, 4x7 feet, two of which are of wood. Provision for female and juvenile prisoners in second story of sheriff's residence. Is heated by furnace; no ventilation except through windows; fair sewerage. A hospital room has been provided, a cell for insane should be on the first floor.

no other provision for female and juvenile prisoners. This jail is heated by steam. There is no provision for proper bathing, nor is there proper ventilation; sewerage is in fair condition. Rooms for boys and for the separate confinement of tramps are provided by a one story building erected in the rear. The county board of jail inspectors criticise the fact that prisoners confined on civil process must be locked in cells in the jail proper, and that the female quarters are inadequate.

IOSCO.

Jail at Tawas City—A two story brick building. It contains four cells, 6x8 feet, which are arranged for four prisoners each, who sleep in hammocks two over other two. The jail is heated by a furnace; is well ventilated and is light. There is no provision for the separate confinement of female and juvenile prisoners, except as cells in second story may be vacant. The cells open into a steel cage, but so small that the prisoners are allowed the use of the jail corridors during the day; this is very insecure, and escapes have been frequent. To remedy this the walls have been lined with iron. While a great improvement on the old jail, the plan is very defective, and this new jail, because of ignorance as to proper plans, is in many respects a failure. A good water supply has been secured during the past year, the jail has been painted, and at last visit was in excellent condition.

IRON.

Jail at Crystal Falls—A brick building open from floor to roof, and divided in the centre, from front to rear, by a brick wall, thus securing two wards. The first ward contains two tiers of cells, two cells in each; the upper cells opening onto a gallery, and arranged to accommodate four prisoners each. The second ward has two steel cells for four prisoners each, and opening into a steel cage. The jail is heated with stoves, and is well ventilated by flues in the chimney with openings to vent flue, at the floor. Lavatories and water closets are provided, these were out of repair in one ward, but no bath tubs; a good supply of water is had. The building fund was too small to provide for a sheriff's residence. Such officer is, therefore, compelled to live in his own house, some distance from the jail.

ISABELLA.

Jail at Mt. Pleasant—A two story brick building. It contains six cells, 6x8 feet, in the first story. The second story is used for female and juvenile prisoners. It is light, well ventilated; has abundance of water and good sewerage, and is planned for separation of prisoners. Is as yet heated by stoves. The visiting commissioner reports that the walls are of very poor brick and show where prisoners, who have been allowed outside of the cell corridor have escaped, and that the jail is in bad repair. Bathing facilities are lacking, and water closets in the second story.

ISLE ROYAL.

Has no jail.

JACKSON.

Jail at Jackson—A three story brick building, two stories complete, with room in third story for additional cells at some future time. There are twenty-five cells 5x7x8. Provision is made for separate confinement of female and juvenile prisoners in cells in the upper story. This is comparatively a new jail, and so perfect a model, both in arrangement of plan and in all appointments, that it is thought best to give a very full description of it.

The window frames in the walls of the prison department are steel with steel guards with ground glass panes, the steel sash being so arranged that ventilation is procured without raising or lowering the windows or permitting any opening whatever for the observation of prisoners or insertion of tools, bottles, etc.

The abundance of the window surface and the character of the grating in the back end of the cells, gives ample light for a prisoner to read the finest print in his cell on the darkest day. The arrangement of the prisoners' corridor is such that he cannot come in contact with the walls or windows. The sheriff's walk entirely encircles the cell block. The cells can be locked and unlocked without keys, and this is a matter of great importance. The operating of the cell doors is from the jailor's corridor through a system of lever bars operating in a lock box on either side of the front end of the corridor. One key and two spring locks are able to securely lock and unlock the ten cells in each story as well as the single corridor door which enters into the prisoners' corridor preparatory to the entrance to the cells.

The floors of the cells are especially constructed as regards cleanliness, they being arranged to wash out with hose. Each cell is provided with two steel bunks, an odorless prison water closet, ventilating arrangements, seat and table, and clothes hooks are provided in their proper places, so that a prisoner can obtain the first essentials to reform, namely, cleanliness, light, pure air, and orderliness. The entire exterior of this prison is most secure, being constructed of Van Dorn's steel clad plates and bars which are a special construction, manufactured by this firm only and cannot be sawed or drilled with the finest burglar tools. The second story of the prison is a duplicate of the first story. There is also in connection with the prison a juvenile ward, a woman's ward, and a hospital cell, making in all four departments, thus providing ample opportunity for grading the prisoners.

The designer and manufacturer of the cell work was the Van Dorn Iron Works Co., of Cleveland, O., who have had long experience and make a specialty of jail construction. The plans were submitted to and approved by the State Board of Corrections and Charities before they were adopted.

KALAMAZOO.

Jail at Kalamazoo—A two story brick building, contains thirty-five stone cells, with abundant provision for the separation of female and juvenile prisoners from male adults. It is heated by steam; the ventilation and sewerage are fairly good; has a good supply of water and bathing facilities. The plan of arrangement of cells is an old and defective one, and the county jail inspectors say of it "The construction is very faulty as far as the separation of prisoners (adults) is concerned." In his report of his

last visit, the commissioner mentions that "the floor between the men's and women's stories is such that conversation can be heard."

KALKASKA.

Jail at Kalkaska—A frame one story building, containing five cells, two of iron, 6x8 feet; two of wood, 6x8 feet, and one 6x12 feet. It has no separate provision for female and juvenile prisoners; is warmed by stove, has no sewerage; there are no conveniences for proper bathing; is very insecure. Some efforts have been made of late to improve it by replastering the walls and placing ventilators over the door of each cell to insure their warmth. No great improvement, however, can be secured in this old jail.

KENT.

Jail at Grand Rapids—A three story brick building, two stories complete, the third left for additional cells when such shall be required. There are 58 good sized cells, most excellent provision is made for the separate confinement of female and juvenile prisoners, and for adult males as well, though such separation is not enforced with adults. The jail is comparatively new, or the main portion of it is, and is the best county prison of the State, as also the second largest. In its plan and equipment it is a model building for the purpose for which it was constructed, so much so that more than usual space is given to its description. The contract was awarded to the Van Dorn Iron Works Co. of Cleveland, Ohio, for the job complete. In each of the wings which are newly built, there are twenty large double cells made burglar proof, for the most dangerous prisoners. These cells open on a wide central corridor and have a jailor's walk entirely around the outside; the prisoners only being allowed in the central corridor. In the old part in front there are arranged four large debtor's cells with corridor, with padded cell for violent insane, also consultation room, sheriff's office, main stair hall, well lighted, with dressing room, bath room containing bath tub and shower bath, closets, etc., also lockers for the reception of the belongings of the prisoners.

On the second and third stories in the old department this plan was repeated with the exception of providing hospital cells over the sheriff's office. On the second story of the new wing a duplicate of the first story is provided. This arrangement gives five departments completely separated, with bath rooms on each story, with two large hospitals, and with all the necessary equipments. The heating is done by a large steam heater placed in the basement under the front end of the new wing, while under the old part is the kitchen, laundry, vegetable cellar, etc.; the basement of this building being very high makes very airy and well ventilated rooms; convenient and thoroughly equipped. The ventilation is provided for by a large three-foot stack built for the purpose.

The entire prison department is substantially fire proof, and there is not a cell in the entire building that is not well lighted and ventilated.

A very thorough test of the material used in the two main stories was made under the direction of the architect and the committee, who found that no tool that could be procured would make the slightest impression on the plates or bars.

KEWEENAW.

Jail at Eagle River—A two story stone building. The first floor is divided into two wards, each having one cell, 6x7 feet. Three rooms, 10x20 feet each, on the second floor, provide for the separate confinement of female and juvenile prisoners. A good supply of spring water is had; the sewerage is good, as is also the ventilation. Stoves are used for warming. The jail is well lighted and secure. A small jail, but large enough for the county, and a model of its kind.

LAKE.

Jail at Baldwin—A jail in basement of court house; has two wards, and so separation is secured for the sexes; other than this there is none. The jail has six cells, 4x8 feet, is heated by stoves, has no drainage, no ventilation, no conveniences for proper bathing. The windows are easy of access from the outside, and this jail has all the bad features which are inseparable from a basement jail.

LAPERR.

Jail at Lapeer—A brick building two stories in height, open from floor to roof. There are five good sized steel cells; these open onto a central corridor, have solid doors and grated backs. The jail is also, now, well ventilated; is supplied with bath tub, lavatory and water closet and plenty of water; lacks proper provision for male and female and juvenile prisoners.

LEEELANAU.

Jail at Leland—This is a mere lock-up; built of plank, with three cells of plank, 7x10 feet; without proper sewerage, ventilation or water supply. The visiting commissioner reports it "as insignificant and inconvenient a jail as can well be imagined." Fortunately very few prisoners are confined in it. The county board of jail inspectors say "County should have a better jail."

LENAWEE.

Jail at Adrian—A two story brick building, contains fourteen stone cells, 7x7 feet; is heated by steam; has a good supply of water; is provided with lavatories and bath tubs; is fairly ventilated, and is very secure; has but one room provided for confinement of female and juvenile prisoners. This is among the best jails of our State; greater provision, however, is needed for the confinement of female and juvenile prisoners.

LIVINGSTON.

Jail at Howell—A two story brick building; it contains six cells on the first floor, 6x8 feet, and on the second floor are four rooms for the use of female and juvenile prisoners. This jail is heated with hot water, is well ventilated, well supplied with water; has lavatories and bath tubs, and

good drainage; is very secure. The windows were made too narrow in the lower part, and a dark jail is the result; with this exception, this jail in plan and appointments is a good one.

LUOE.

Jail at Newberry—A new two story brick building contains nine good sized cells with accommodation in the second story for the separate confinement of female and juvenile prisoners. It is heated with steam, is well ventilated, provided with bath tubs and lavatories. It is well planned, well equipped and well officered.

MACKINAC.

Jail at St. Ignace—In the basement of the court house; contains four stone cells, 5x7 feet; two rooms in another part of the basement are provided for female and juvenile prisoners; such provision has been increased and improved since last report. Bath tub and lavatories are provided, and a good water supply is had from the city water works. The floor of the jail is some four feet below the surface of the ground, and, even with a fire constantly burning, the jail is very damp; the drainage is imperfect. The jail is also very insecure, several jail deliveries have taken place from this jail, and prisoners have once or twice been detected in the act of escaping.

MACOMB.

Jail at Mt. Clemens—A two story brick building with basement, which has six new cells for the confinement of tramps. The jail contains six cells, 6x8 feet, on the first floor, with ample rooms for the confinement of female and juvenile prisoners in the second story. There is a good supply of water, with bath tubs, lavatories and closets. The building is heated with hot water; the ventilation has been greatly improved. This jail is classed among the best in the State.

MANISTEE.

Jail at Manistee—A jail in basement of the court house, contains three wards; one for adult male, one for female and one for juvenile prisoners. Has thirteen cells: ten 5x8 feet, one 10x26, one 10x12, and one 8x12. It is heated by steam, has good facilities for needed bathing; the sewerage and ventilation are fair. The windows are well guarded. The jail, however, is dark and somewhat damp, but is better than the majority of basement jails. The visiting commissioner reports "the jail is as good as a basement will allow."

MARQUETTE.

Jail at Marquette—A two story stone building, contains twelve cells; six in lower story, 5x7 feet; six in upper story, 6x9 feet. Three large rooms in the basement of the sheriff's residence for female and juvenile prisoners. The jail is heated by steam; is well supplied with necessary

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new cage cells put in.”

MISSAUKEE.

Jail at Lake City—A one story brick jail; it contains two wards divided by a brick wall, each having two cells, 6x8 feet. Two rooms in the sheriff's residence provide for the separate confinement of women and children. The jail is heated by a furnace; the water supply is good and facilities for needed bathing are improved. The visiting commissioner says, "It is used for a village lock-up, as well as for a county jail, and therefore was not as clean as it would be otherwise, though in fair condition."

MONROE.

Jail at Monroe—A new two story brick building; it contains six cells, 6x8 feet; is heated by furnace and well ventilated. The second floor is used for the separate confinement of female prisoners, while juveniles are provided for in cells off from the office. Some mistakes were made in the plan, one as shown by the following extract from the last report of the board of county jail inspectors, "We recommend that the small door in the main inner door of the jail be reconstructed so that prisoners may be fed without entering the jail proper, as we consider it dangerous as at present constructed."

MONTCALM.

Jail at Stanton—Is in the basement of the court house, contains nine cells, 5x7 feet, in the main part, and a brick annex, which has six cells which are used for female and juvenile prisoners. The sewerage, which for a long time was very defective, has been much improved. The jail is made secure by a grating between the cells and the windows. It is heated by steam, and has facilities for bathing.

MONTMORENCY.

Jail at Hillman—Is a small building containing three steel cells, 5x7 feet, is heated by a furnace and is well ventilated. There is no provision for the separate confinement of juvenile and female prisoners. As there has been but four prisoners in this jail during the six months preceding the February inspection, doubtless it fills all the requirements of the county.

MUSKEGON.

Jail at Muskegon—A two story brick building. The main cell room is open to the roof and contains two tiers of cells, six on each side of a central corridor in each tier. In the second story, over the entrance, are two rooms, containing three cells each, for juvenile and female prisoners, persons confined on civil process, and for witnesses. The jail is heated with steam, is provided with bath tubs, laboratories and water closets. It is to be regretted, where such effort seems to have been made and expense incurred to construct a jail fully adapted to the purpose for which constructed, that any defects should exist. They do, however, and are plainly

attributable to the lack of knowledge gained by the study of and, experience in the planning of such buildings. The height of the cell room is so great that it will with difficulty be heated, and then only at a great expense. The ventilation is insufficient, and ventilating flue so placed as to fail largely of its purpose. The flat bars which are used on the cells exclude most of the light from the cells, and are less sightly and so more secure than the square rod set cornerwise. The dining room, between the entrance door and the door of the lower corridor, is entirely destitute of natural light.

NEWAYGO.

Jail at Newago—A two story frame building, contains four cells, 5x7 feet, and three rooms in second story for female and juvenile prisoners; is heated by a furnace; is supplied with water from city works, with good sewerage; bathing facilities are good; the windows are supplied with screens. The visiting commissioner reports: "This jail is in a very fine condition."

OAKLAND.

Jail at Pontiac—A two story brick building. Contains sixteen cells, 6x8 feet; and three rooms, in the second story of sheriff's residence, for female and juvenile prisoners, and one room, 10x12, for hospital purposes; is heated by steam and well ventilated; has bath tubs and lavatories, and a good supply of water; the sewerage has been improved and the cellar floor lowered. The arrangements for confining women and children in sheriff's residence makes his quarters rather small and cramped; otherwise is a secure, healthy and well planned jail.

OCEANA.

Jail at Hart—A frame one story building, contains six wooden cells, 6x8 feet; has no separate provision for confinement of female and juvenile prisoners; no facilities for needed bathing. It is reported by the visiting commissioner: "This jail is of the poorest, and unfit for use, a new jail is the only remedy." The board of county jail inspectors, in their last report, concurs in such opinion.

OGEMAW.

Jail at West Branch—A brick jail; it contains ten cells, 5x7 feet, with rooms in the third story of the sheriff's residence for the confinement of female and juvenile prisoners; the cells are ventilated; the sewerage fair. Has a good water supply but lacks bathing facilities.

ONTONAGON.

Jail at Ontonagon—A two story brick building. One story only has been finished off. Contains four cells for adult male prisoners, and two cells, in another part of the building, for female and juvenile prisoners,

each 6x8 feet. Bath tubs and lavatories are provided, and a good system of ventilation exists; is somewhat insecure. Screens for windows are needed, and when these are supplied this jail will be as secure as it is now well planned and equipped.

OSCEOLA.

Jail at Hersey—This jail occupies the first story of a small wing in the sheriff's residence; is divided through the center into two wards, contains three wood cells, 4x8 feet, two in one ward for men, and one in the other ward for women. It is very dark and constructed without any means for needed bathing. The water closet is in one corner, directly over a pit, connected with a tile drain, and ventilated by means of a tin pipe outside to the roof. The effort to ventilate is the only commendable thing about this jail. No worse jail exists in the State.

OSCODA.

Jail at Mio—Is little more than a wooden lock-up, contains two cells, 5x7 feet, with one room for female and juvenile prisoners; is without sewerage, proper ventilation, or facilities for needed bathing. The county board of jail inspectors have made in their report strong detailed recommendations, which, if carried out, will practically rebuild this jail.

OTSEGO.

Jail at Gaylord—This jail is, unfortunately, in the basement of the court house. It is well planned, contains six steel cells 5x8 feet, opening onto a central corridor, for adult male prisoners; and rooms for female and juvenile prisoners in another part of the jail. It is heated with steam, has a vent flue in each cell for ventilation; is provided with lavatories and water closets, and has a good supply of water, but is destitute of bath tubs. The cells have grated backs and also grated doors, these doors should have been solid, but, owing to its being a basement jail, it is dark and a grated door seemed necessary to admit light into the corridor. The jail has been lined with steel, and wire screens placed over windows, for greater security since last report.

OTTAWA.

Jail at Grand Haven—A one story brick building, contains seven cells; four 7x8 feet, two 5x8 feet, and one 8x20 feet, with two rooms 8x12 feet for female and juvenile prisoners in the second story of sheriff's residence, which are dark and without ventilation; is heated by steam, ventilated by flues to the roof, insufficient however; sewerage in fair condition; no facilities for needed bathing, and entirely too small. The county board of jail inspectors recommend very strongly a new jail.

PRESQUE ISLE.

Jail at Rogers City—In basement of court house, contains five stone cells 6x10 feet, and one room 10x12 feet; no special provision for female

and juvenile prisoners; no facilities for needed bathing; without proper ventilation, and very insecure.

ROSCOMMON.

Jail at Roscommon—A two story frame building, contains three cells, 6x8 feet, with a room in the second story for the confinement of female and juvenile prisoners; ventilation, facilities for needed bathing and sewerage are all lacking, heated with a stove. The insecurity of this jail is somewhat corrected by a high board fence round the jail; windows lack proper guards; a coat of paint is needed over all the iron work.

SAGINAW.

Jail at Saginaw, West Side—A two story brick building, contains thirty-two cells, 5x7 feet. A wing to the jail contains eight good sized cells for the separate confinement of female and juvenile prisoners, a large room for tramps, and a padded one for the insane; is heated by steam; ventilated by flues; is well supplied with bath tubs, lavatories and water closets; has a good supply of water and good sewerage. This jail is comparatively old, and therefore its plan of cells is defective. The two wards of the main building could and should be divided into four, which would remedy, somewhat, this defect. Wire screens have been placed at the lower windows to prevent the passing of tools and weapons in to the prisoners, since last report; there has also been an entire overhauling of the sewer system which now is in good sanitary condition.

SANILAC.

Jail at Sandusky—A one story brick building; is divided into two large rooms, has six cells 5x8 feet; has no provision for the separate confinement of female and juvenile prisoners; no facilities for needed bathing; no sewerage or ventilation; is very insecure, except as prisoners are kept constantly locked in cells, which are not properly ventilated and lighted to warrant it. The county inspector said of this jail: "As to construction, the side walls of halls are such that no prisoner need stay inside against his will unless constant surveillance is maintained. If the law in regard to the separation of prisoners is to be carried out, some radical changes should be made in the interior arrangements. It is impossible now to confine separately a female prisoner, a prisoner under sixteen years of age, and a prisoner arrested on civil process as a *capias*."

SCHOOLCRAFT.

Jail at Manistique—A two story frame building; contains six cells, 5½x6 feet, well arranged, in the first story; and six rooms in the second story for the separate confinement of female and juvenile prisoners; is well ventilated; has no sewerage, but water closets are provided with drawers, which are removed from the outside and emptied; a bath tub has been provided since last report. This jail is fairly secure, has wire screen guards at the

windows to prevent passing in tools. The arrangement of the cells is well planned. The cells from the old jail it was thought necessary to use, which unfortunately have grated tight backs; new ones, the reverse of this, would have been far preferable. The visiting commissioner reports "one of the cleanest and well ordered jails in my district."

SHIAWASSEE.

Jail at Corunna—A two story brick building contains six cells, 6x8 feet, and rooms in the second story for female and juvenile prisoners; has a bath tub; is provided with good supply of water; sewerage is poor and ventilation in fair condition; is heated with stoves; windows are well guarded. The jail is cramped, dark and stuffy. The sheriff is particularly in need of more room; the only store room he now has is the hallway to the jail door. The county board of jail inspectors, in their last report, urged upon the board of supervisors the great need of a cellar and store room, and the heating of the jail with a furnace.

ST. CLAIR.

Jail at Port Huron—A two story brick building, contains sixteen cells, 7x10 feet, well arranged. The jail is very much over crowded and should be enlarged at once; provision for the separate confinement of juvenile prisoners is made in the second story of sheriff's residence. The jail is heated by stoves; is poorly ventilated, and has only fair sewerage. The visiting commissioner, in reporting his last visit, says: "This jail is in a better condition than on former visits."

ST. JOSEPH.

Jail at Centerville—A two story brick building, contains fifteen cells, narrow and dark, 4x7 feet. There are no proper facilities for needed bathing or ventilation. There is fair provision made for separation of female and juvenile prisoners. The building is very old and poorly constructed. The county board of jail inspectors says: "The jail has outlived its usefulness. The inside wood lining of the rooms is dozed or rotten. The cells are illy constructed and very inconvenient to the officers in charge," and recommends "that the jail be entirely reconstructed upon improved, modern models."

TUSCOLA.

Jail at Caro—A two story building, contains fourteen cells, 5x8 feet each, for male, and one 8x8 for female prisoners. There is no special provision for juvenile prisoners. The jail lacks proper facilities for bathing; is heated by steam; the ventilation is somewhat lacking; is not very secure.

VAN BUREN.

Jail at Paw Paw—A two story frame building, contains twelve cells of wood, 6x9 and 7x9 feet, with provisions for the separate confinement of

female and juvenile prisoners; has facilities for needed bathing; ventilation poor; is dark; not very secure; is heated by stoves and there is great likelihood of burning. A very old building; its evils can only be corrected by a new jail.

WASHTENAW.

Jail at Ann Arbor—A two story brick building; it contains sixteen cells, 4x7 feet; provision is made for the separate confinement of female and juvenile prisoners, and a room for hospital purposes is also provided. The jail is heated by steam; has a good supply of water, with facilities for needed bathing; sewerage in bad condition; is well ventilated and secure. It is sometimes overcrowded, and is not as light as it should be.

WEXFORD.

Jail at Cadillac—A one story building contains six cells, 5x7 feet; rooms in second story of sheriff's residence provide for the separate confinement of female and juvenile prisoners. The jail is heated by a furnace; is well ventilated through flue in chimney; is well supplied with water and good sewerage, but lacks proper facilities for needed bathing; is secure, but somewhat dark, owing to the windows in the jail being placed too high in the room. Water closets have been provided, and the jail was in a clean condition.

WAYNE.

Jail at Detroit—The old structure, which has long been condemned, has been pulled down; a new jail is in process of erection at a cost of \$100,000.00; it is expected that it will be a model in its plan and construction. Wayne county prisoners are at present confined in temporary quarters. The secretary of the State Board of Corrections and Charities was invited by the board of auditors of Wayne Co., to visit, with it, jails in several of the larger cities of the country, for the purpose of examining them before deciding on a plan for a jail for Wayne county; he was also requested to examine and report on the several plans which had been submitted. This invitation was excepted, and the following report made. (Report approved by the State Board of Corrections and Charities January 7, 1896.)

STATE OF MICHIGAN,
BOARD OF CORRECTIONS AND CHARITIES, }
Lansing, Nov. 22, 1895.

GEO. C. LAWRENCE, ESQ., *Chairman Board of Auditors, County of Wayne, Detroit, Mich.*

MY DEAR SIR—As I said, when I left you at your office, I regret that my duties here prevented me from remaining with your honorable board while you finished considering the specifications made by different builders for the construction of your new jail. I do not know that I could have been of any added assistance to you by so doing, as the gentlemen of the committee were all of one mind as to the requirements of a county jail; that security, light, pure air, and heat, with conveniences for perfect

classification and separation were all essential. That a proper system of plumbing, so that there should be the least likelihood of expense arising on account of future repairs, was very important; and that it should be well guarded against leaks and the escape of impure and poisonous gasses; all these matters were thoroughly and intelligently discussed in a general way, and the principles settled upon will be covered by any specifications accepted by you. Still I should have liked to have been able to accept your kind invitation and "seen the thing through." Regarding the plans which I examined, I cannot give now the opinion of this board on them, as there has been no meeting at which I could report my examination and, get an expression of opinion. I can, however, give my own, and think that I am familiar enough with the opinions of my board to say that they will not be very different from theirs. The plans which contemplate what are called, I think, "blocks," namely, those which provide for cells opening into galleries placed one over the other in one great rotunda, are illy suited to a jail. There are twenty odd cells in each tier, with three tiers on each side of the rotunda. I can hardly see how proper classification, such as your committee express a desire for, and should have, can be secured. Such plan may be well adapted for a penitentiary, but not for a jail. The purposes of the two institutions are entirely different, and the prisoners confined in each must be provided for on an entirely different basis. To properly and safely classify in a jail, the building should be planned with about as many independent wards as you are likely to have classes. I know that few counties can afford this, and there are a few jails in our State which we consider, taking this fact into consideration, well planned, which do not carry this idea out fully. This reason will not hold good in Wayne county with the amount you expect to expend in your jail. Separation of each prisoner from every other prisoner is, in my opinion, of next importance. I think that we all concurred in this after our visit to the Columbus jail. I know of no way to secure this, only as it was there, by a central corridor between the cells, the cell doors solid, with a grating at the back of the cells opposite a window, the grating wide enough to admit plenty of light, but not wide enough to permit communication between the occupants of the different cells, and with a space between the back of cells and the wall (a jailor's corridor, so called). All this, wards for each class, central corridors, and solid doors, are provided for in one of the plans submitted; except in the wards which are provided with a "utility corridor." In these the doors are grated, have to be to let in light, and I can hardly see how such perfect separation can be had. If for the purpose of proper plumbing this "utility corridor" must be provided, the objection to it is much lessened by the fact that in this plan but thirteen single cells are planned for in each ward, still, in my opinion, the plan of the other wards of having a central corridor would be a better one, and the plumbing cared for as in such, which, if I remember rightly, was safe and free from the likelihood of much future expense for repairs. A few things were lacking in this plan, viz.: necessary peep holes, insufficient number of sleeping rooms in sheriff's part. This objection could be remedied perhaps by the addition of one or more dormer windows, thus fitting the upper story to be partitioned off into rooms. I would respectfully suggest that the shower bath be substituted for the bath tub in any plan which you may adopt, as I remember each of the plans provided only for bath tubs. The shower bath is much better as shown by the adoption of it in all our State penal institutions, and also at your own House of Correction.

JAILS VISITED.

COUNTY JAILS VISITED BY COMMISSIONERS AND DATES OF SUCH VISITS.

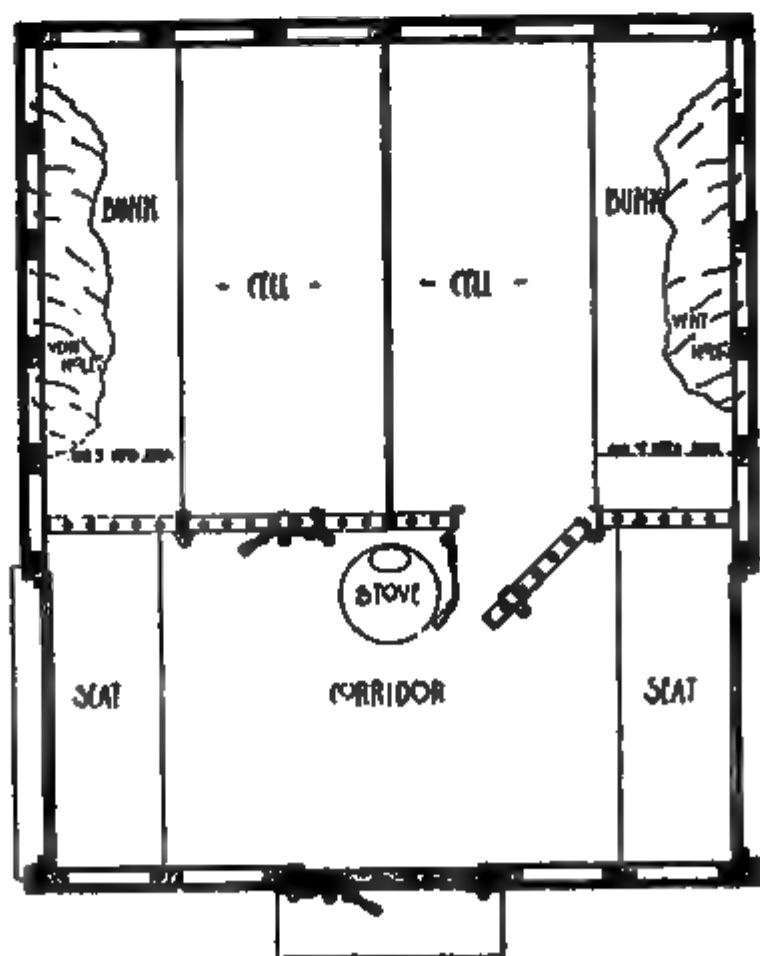
Counties.	Dates.	Counties.	Dates.
Aloons	May 21, 1896.	Kalamazoo	April 20, 1895; July 1, 1896.
Allegan	June 20, 1895; June 28, 1896.	Kalkaska	October 12, 1894.
Alpena	May 22, 1896.	Kent	May 19, 1896; October 24, 1895; June 10, 1896.
Antrim	August 10, 1894; August 24, 1895.	Lake	November 12, 1895.
Arenac	May 23, 1896.	Lapeer	November 7, 1895.
Baraga	September 20, 1895.	Leelanau	October 10, 1894.
Barry	June 21, 1895; December 2, 1895.	Livingston	April 12, 1895; April 22, 1896.
Bay	May 27, 1896.	Luce	August 21, 1894; August 7, 1895.
Benzie	June 20, 1895.	Mackinac	October 2, 1895.
Berrien	April 21, 1896.	Macomb	September 27, 1895.
Branch	April 2, 1896.	Manistee	May 19, 1895; March 26, 1896.
Calhoun	April 22, 1895; June 12, 1896.	Marquette	August 9, 1895; July 20, 1896.
Cass	August 9, 1895; January 4, 1896.	Mason	September 15, 1895; May 24, 1896.
Charlevoix	August 7, 1894; August 1, 1895; March 17, 1896.	Meosota	September 3, 1895; May 14, 1896.
Cheboygan	May 19, 1896.	Menominee	September 25, 1895.
Chippewa	August 6, 1895.	Midland	April 5, 1895; May 27, 1896.
Clinton	April 24, 1895; April 24, 1896.	Monroe	September 13, 1894.
Crawford	May 29, 1896.	Muskegon	June 8, 1895.
Delta	September 25, 1895.	Newaygo	November 19, 1895.
Eaton	April 6, 1895; May 1, 1896.	Oakland	April 17, 1896.
Emmet	August 12, 1896.	Ogemaw	May 23, 1896.
Gladwin	May 27, 1896.	Oseola	November 4, 1895.
Gogebic	September 23, 1895.	Otsego	May 19, 1896.
G'd Traverse	August 16, 1894; March 4, 1895; August 15, 1896.	Ottawa	October 21, 1894; June 17, 1895.
Gratiot	April 2, 1895; April 25, 1896.	Roscommon	May 23, 1896.
Hillsdale	June 27, 1896.	Saginaw	May 26, 1896.
Houghton	June 1, 1895.	Schoolcraft	September 24, 1895.
Ingham	October 25, 1895.	Shiawassee	April 15, 1896.
Ionia	June 22, 1895; May 4, 1896.	St. Clair	May 16, 1896.
Iosco	May 20, 1896.	Van Buren	October 15, 1894; January 8, 1895;
Iron	September 27, 1896.	Wayne	June 12, 1896.
Isabella	March 23, 1895; June 14, 1896.		December 2, 1895; April 12, 1896; May 9, 1896.
Jackson	April 22, 1895; October 22, 1895.		

LOCK-UPS.

The question of providing for the small towns and for sub-stations in the large towns a cheap and neat appearing and also substantial lock-up, one that is fire proof and secure and that can be kept in good sanitary condition, has been difficult to accomplish. The old way, being either to build a wood structure with brick or stone cells, or a brick building with more or less wood-work in connection therewith, without ventilation or sanitary provisions, has been open to much objection. In some places rooms in city halls or other public buildings have been used for this purpose, but the unsanitary condition of these cell rooms has always been a nuisance not only to the prisoner himself, but to the entire building. This is a matter of so much importance that the board again presents herewith a plan of a structure made especially for the purpose, designed and built by the Van Dorn Iron Works Co., of Cleveland, O. The plan shows two cells. (More can be added if necessary.) These cells are of steel and are separated by plate partitions with plate sides, ceiling and floor. They open into a front corridor to which a stove is thoroughly riveted to the steel floor in the said corridor, the pipe extending into the ventilator. On either side of the corridor is a seat which can be used for a bunk in case of over crowding.

The main point in the building is that all the walls are made double with a system of ventilation which insures a warm building in the winter and a cool one in the summer. Not only are the sides, back and front double, but the ceiling as well. The ventilation taking the cool air from the floor, carrying it up through the sides into the double ceilings, and out through the ventilator. In the cool weather the stove pipe rarifies the air, thus giving the necessary draft. The only wood about the building is the sash and strips between the walls, and with no amount of carelessness can any fire from the stove or surrounding buildings damage the building to any extent or jeopardize the safety of the inmates. The building can be adapted to set upon any plat that is convenient to the officers. It gives a very neat and tidy outside appearance; the windows are so secured and high up from the ground that they are not accessible to the outsider.

Every point in connection with this little prison has been carefully studied, and will meet the wants of many towns which need something of the sort. Full particulars, prices, etc., can be had by addressing the builders.



OUR COUNTY POOR HOUSES.

A like system to that adopted in visiting jails has been followed in visiting the poor houses, each commissioner visiting particularly the ones in the district assigned to him. This duty has had the attention of the commissioners, and the visits made by each are shown in the table "Poor houses visited by commissioners."

A few of the poor houses of the State are still unfit for use as such, with no proper provision for separation of the sexes, ventilation, washing, bathing, etc., but great improvements are being made as far as can be made in houses, many of which are very old and were not built for the purpose; and a few new buildings have been erected.

The boards of superintendents are generally composed of men seeking to improve what provision they have for caring for those under their charge, and the suggestions and recommendations of this board are sought and acted upon.

The following named counties have no poor houses: Alger, Arenac, Baraga, Benzie, Kalkaska, Leelanau, Montmorency, Oscoda, Presque Isle and Roscommon.

We would reiterate the recommendations made in former reports:

First, That the system of township poor be discontinued and the county system adopted throughout the State. It is more simple, more uniform, and will, we are satisfied, secure better results;

Second, All means for the relief of the poor, whether temporary or permanent, should pass through the hands of the superintendents of the poor, who generally are, and should always be, men of high character, noted for integrity and business capacity, as well as for kindly sympathy and benevolence. They soon become familiar with the habits and peculiarities of the poor and unfortunate, and are able, almost at sight, to detect frauds, and are thus fitted to give aid without pauperizing the recipient. Many evils are not only possible, but do occur under the present system, which allows supervisors to grant temporary relief to a given amount without any reference to the superintendents of the poor.

Some few of our counties rent their farms, and pay the person renting them for board of the paupers. While this may be cheaper when the immediate outlay is considered, the chances are that the farm will be left impoverished at the close of the lease, the building run down and the property will be depreciated in value. And what is more important, a keeper who has a financial interest in the maintenance of the inmates has, because of that, a strong temptation to make such maintenance very meagre.

During the last biennial period, improvements have been made and in some few counties new poor houses erected, which deserve special notice; we therefore again submit a brief report on each county.

ALOONA.

Poor house is three miles from Harrisville—It is a good sized frame farm house, well constructed and has been remodeled for such use, but with poor success. Separation of the sexes is fairly well provided for in the house, but not in the yard; a good hospital has been secured by finishing off a room at the extreme rear of the building. No bath rooms or lavatories are provided.

ALGER.

No poor house.

ALLEGAN.

Poor house four miles from Allegan—This building is of brick, practically three stories high, having a basement above ground in which are dining room and kitchen. Separation of the sexes is provided for and maintained; bath rooms and lavatories are provided; good ventilation and sewerage is had. It is deemed very unfortunate, however, that this otherwise well planned and constructed building should have been carried so high into the air, necessitating, as it does, so much climbing on the part of the paupers. The visiting commissioner reports: "This is one of the best conducted poor houses in the State. The heating plant for the main building is defective in principle, very expensive in fuel, and inadequate during cold winds."

ALPENA.

Poor house one and one-half miles from Alpena—A better planned small poor house is seldom seen. It is a two story brick building, has a capacity for thirty inmates, is heated by furnaces, ventilated by flues, has three good bath rooms and water closets, and a good supply of water. The house is divided into dormitories, with a few single rooms, and separation of the sexes is planned for, and is maintained in the house. The report of the last visit closes with, "No better poor house, or one better kept in the State."

ANTRIM.

Poor house one mile from Bellaire—Is a two story frame building. Separation of the sexes is well provided for by wings each side of the keeper's quarters. Is heated by furnace, ventilated by flues; lavatories are provided, though it lacks a bath room; drainage is lacking, as is also a good supply of water. This should be supplied at once, and fire escapes should be provided.

ARENAC.

No poor house.

ing containing boiler house, laundry, rooms for the demented and idiotic, and hospital, and is provided with bath rooms, lavatories, and water closets. Separation of the sexes is provided for and maintained; an excellent supply of water, and good sewerage is had. The old part lacks good ventilation; this however has been secured in the new part. The house is heated with steam. The report of the visiting commissioner closes with, "few poor houses as clean, none cleaner."

CASS.

Poor house three miles from Cassopolis. A three story brick building, with a brick wing of two stories. There are two buildings additional, one for demented, and one for hospital purposes. Bathing facilities are lacking as is also good sewerage; ventilation good; is heated with steam. The great fault of the building is its height; a three story poor house is certainly very objectionable. Fire escapes on the outside of the building from the third story should be provided, and new floors are needed in some of the rooms.

CHARLEVOIX.

Poor house at Ironton—A small frame building with few conveniences. Fortunately there are few paupers in the county to occupy the house.

ONEBOYGAN.

Poor house just within the city limits. Is a two story frame building. The building was formerly a mill boarding house; has been somewhat remodeled; is not owned by the county, but rented for the purpose; poorly adapted to its present use. Separation of the sexes is well provided for in the house, ventilation is secured through windows only, is heated by stoves; bath rooms are provided, water supply and drainage are good.

CHIPPEWA.

Poor house is four miles from Sault Ste. Marie—Is a two story frame building. Separation of the sexes is provided for in the house and yard. Bath room is provided; the drainage is now very good; the ventilation is defective; is heated by stoves, and needs great care to prevent fire occurring; fire escapes are needed, and better fire protection also. A good water supply has been secured since last report.

CLARE.

Poor house within the village limits of Harrison—Is a two story frame dwelling house, remodeled and added to. Is far from being a model poor house.

CLINTON.

Poor house three miles from St. Johns—A two story frame building. Separation of the sexes is well maintained; a brick out building for idiots

is a model of its kind; has good facilities for bathing. The building is old and very inconveniently arranged, but the property is kept in good repair, and the inmates reported well cared for.

CRAWFORD.

Poor house in the village of Grayling—Has no bath tub; is warmed by stoves; is ventilated through windows; is a very small and poor affair, and even this has been closed, the paupers are so few that it is deemed cheaper to care for them outside.

DELTA.

Poor house four miles from Escanaba—A small two story building, illy arranged for the purpose. The house has been greatly improved, however, since the last report. A second story has been added to the house, hot and cold water provided in the house, and a bath room and tub secured. "Great improvement in this house," is reported by the commissioner at his last visit. In addition to this poor house proper, the county has a most excellent hospital in Escanaba where the sick and those who have met with accidents are sent and cared for by the sisters of charity. This hospital has all the modern conveniencies and is well conducted.

DICKINSON.

No poor house.

EATON.

The poor house two and a half miles from Charlotte—Three brick buildings; two two stories, one building for men and one for women, and one one story for insane, idiotic and filthy; are heated with steam. Separation of the sexes is provided for in the house and in the yard; lacks good bathing facilities; has fair drainage; lacks proper ventilation.

EMMET.

Poor house twelve miles from Petoskey—A two story frame building, fairly well arranged, lacking bathing facilities, sewerage and proper ventilation. The unfortunate policy of renting the farm and boarding the paupers by the party leasing is working out its evil here.

GENESEE.

Poorhouse two and a half miles from Flint—A two story brick building Separation of the sexes provided for and maintained; ventilation very much improved; bathing facilities and lavatories provided. The house is heated with stoves, and great care and watchfulness has to be exercised to insure safety. With the exception of a few single rooms for the sick and more feeble, the inmates are lodged in dormitories, greater cleanliness

is thus secured, and the personal property of the paupers, which so often litters up a poor house where single rooms are the rule, is cared for in a store room provided for the purpose. In closing report of his last visit, the commissioner says: "The home is very clean, good kind discipline is maintained; the inmates speak very kindly of the keeper and his wife.

GLADWIN.

Poor house two and a half miles from Gladwin—A two story, small frame building. No separation of sexes is provided for; has no sewerage or proper ventilation; no facilities for bathing. Since last report an outside fire escape has been constructed from the second story, the part of the house used for the paupers, and a fine flowing well has been secured which supplies an abundance of good water. The house is very small and illy adapted for the purpose of a poor house. The farm is leased, and the paupers boarded.

GOGEBIC.

Poor house one and a quarter miles from Bessemer—A small two story frame building. Separation of sexes is not provided for; no bathing facilities exist; no drainage; no proper ventilation. Mistakes in construction were made through ignorance of a proper plan for such a house. The farm is leased and the paupers boarded.

GRAND TRAVERSE.

Poor house in Traverse City—A story and a half frame dwelling on the public square. No separation of the sexes is provided, no facilities for bathing. A mere "make shift" resulting from the township system; the paupers are boarded.

GRATIOT.

Poor house one and a half miles from Ithaca—A very old two story frame building, with a brick addition. Separation of sexes in the house is provided for; a bath tub is provided; sewerage fair; ventilation very poor. The house is heated with a furnace; has a good supply of water, and good drainage. The dilapidated condition of the old building makes it almost impossible to secure a clean appearance or freedom from vermin.

HILLSDALE.

Poor house three miles from Hillsdale—A two story frame building, for female paupers; an older building for male paupers, and another old building for the idiotic. The woman's is well planned, well ventilated, the facilities for bathing are not good; a good water supply is now secured. The woman's building is heated by a furnace, others by stoves. Not much that is favorable can be said of the old buildings. The house is well kept in every respect.

BOARD OF CORRECTIONS AND CHARITIES.

HOUGHTON.

Poor house three miles from Houghton—A two story frame building. Separation of the sexes is provided for and maintained in the house; the paupers can all mingle in the yards; both bath rooms and lavatories are provided; there is fair drainage and ventilation; have a good water supply. Is heated with steam. A hospital department has been in operation since last report.

HURON.

Poor house one and a half miles from Bad Axe—A two story brick building. Separation of the sexes is provided for and maintained; bath rooms are provided; drainage poor; without proper ventilation; is heated by stoves. The house is badly planned; the narrow halls and stairway make it very dangerous in case of fire. The house needs renovating, and heating facilities should be provided.

INGHAM.

Poor house is six miles from Lansing—Is a three story brick building, the third story used only for hired help; is remarkably well planned, but the kitchen and the keeper's dining room is in the basement and the stairs leading down are very dark. Separation of the sexes is provided for and maintained; bath tubs and lavatories are provided; there is a good water supply, good drainage and good ventilation; is heated by furnaces. A new two story, detached, frame hospital building has been built since last report.

IONIA.

Poor house six miles from Ionia—A two story brick building with an attic, practically three stories; a two story wing for females. Bathing facilities, sewerage and ventilation poor; is heated by furnace stoves; the rooms are cold. The house is often crowded and necessitates the presence of aged and sick men in the attic of the house. The rooms should be heated, and bath tubs supplied.

IOSCO.

Poor house four miles from Tawas City—A two story brick building. It is very poorly planned and more poorly constructed; is heated with a furnace; the likelihood of fire, mentioned in our last report, has been removed by a thorough overhauling of the chimneys, and the necessary repairs have been made which have put the house in much better condition than formerly. A good water supply has at last been secured by placing a dam at a spring on the farm and so forcing the water up to the house. The whole house has been renovated and found much improved in appearance at the time of the last visit. The keeper hires the farm and board the paupers; a system open to great abuses; very apt to deplete the treasury and make the treatment of the dependent inmates inhuman, though in this instance the inmates seemed well cared for in every respect.

IRON.

Poor house two miles from Crystal Falls—Is a new two story frame building; is heated by stoves, provided with bath room and lavatory. Separation of the sexes is provided for; has good drainage and a good water supply. A detached hospital building is provided. The visiting commissioner reports "a new house, well arranged and cared for."

ISABELLA.

Poor house about four miles from Mt. Pleasant—There are two buildings; one for women, a very old story and a half structure, and a newer one for men, two stories; thus separation in house is well cared for, but paupers can mingle in the yard. The women's building is old, illy arranged and poorly ventilated, with no necessary conveniences, and should give place to a new one. The men's building is well planned and ventilated, with bathing facilities and good sewerage, and is provided with good fire escape; the buildings are heated by stoves; the water supply is ample.

ISLE ROYAL.

No poor house.

JACKSON.

Poor house four miles from Jackson—Is a two story brick building, built on the foundation of the old building, which was burned. Separation of the sexes is provided for and maintained; has six bath tubs and lavatories, a good supply of water, good sewerage and ventilation, and fire escapes. This house is a model, except in shape, which is an "L," and allows too free sight of wards by opposite sexes. Reported by visiting commissioner as "most excellent house, kept in first class shape."

KALAMAZOO.

Poor house one and one-half miles from Galesburg—Is a large two story brick building with a basement dining room and kitchen, making it practically three stories. Is heated with steam, well ventilated; has good facilities for bathing, a good supply of water and good drainage. The boiler house is detached, and the present boiler, the second one since the building was finished six years ago, has capacity to warm the building (the first one had not and so was removed). The planning of this house was most unfortunate, particularly in the feature of a basement dining room, which requires much additional work; is inaccessible to many of the inmates who are too feeble to reach it, and who are also deprived of much out-door exercise by being required to descend one flight of stairs to reach the ground, which some of them are unable to do. To correct this fault in the plan, and enable the feeble ones to eat at table, who now have to have their meals brought to them, a dining room should be provided on the floor over the present one, with a dumb waiter from the kitchen below, and a veranda should be constructed on which the feeble and sick ones could enjoy the open air.

Poor house six miles from Howell—A two story brick building. Separation of sexes in the house is provided for and maintained; in the yard, however, all can mingle; the house is heated with steam; bath rooms and lavatories are provided with good supply of water, good drainage and good ventilation; fire escapes are needed. The visiting commissioner reports: "The house in excellent condition, and the inmates well cared for and contented."

LUOE.

Poor house is in the village of Newberry—Is a small story and a half frame building, an old dwelling house; in good repair when last reported; has no conveniences; the house is too small, an addition is being constructed.

MACKINAC.

Poor house at Allenville, some ten miles from St. Ignace—Is a small two story frame building. Bath tubs are provided; good sewerage and ventilation are lacking. This is a small affair, averaging only two paupers for the year.

MACOMB.

Poor house two miles from Mt. Clemens—A two story brick building, with basement, which is also used for paupers. A separate building is provided for men, which, since last report has been renovated and made bright; bath tubs are provided, and the sewerage and ventilation are fair; heated by steam. The visiting commissioner reports "house very clean, though old, and without many of the modern improvements."

MANISTEE.

Poor house four miles from Manistee—Is a two story brick building with high basement. Separation of the sexes is provided for and maintained; bathing facilities are ample, with good water, sewerage, ventilation and fire escapes. Is heated with furnaces; has ample hospital wards. The dining room is a little small, and a bath room for the keeper's family is a necessity.

MARQUETTE.

Poor house one and a half miles from Marquette—Is a large three story frame building, with a basement, in which are the dining room and kitchen. The house is old, badly arranged; many of the male paupers sleeping, practically, in the fourth story. Good fire escapes are provided. There is no proper provision for the separation of the sexes; the matron reports serious trouble in consequence. Bathing facilities are provided, with a good supply of water; the sewerage is good, but proper ventilation is lacking. The water closets have been removed from hospital and dormitories since last report. The house is heated with steam, and is kept in excellent repair.

MASON.

Poor house five miles from Ludington—Is a two and a half story frame house, for keeper and female paupers; and a one story cottage for males; thus separation of sexes is well provided for. Bathing facilities poor; good water and sewerage are had; ventilation is defective; heated by stoves; good fire escapes are provided. The house, at last visit, was in good condition, though new bedding was needed.

MECOSTA.

Poor house at Stanwood, nine miles from Big Rapids, the county seat—Is a large three story brick house, with high basement; in the latter are the kitchen and dining room, practically a four story building; the upper story, however, has not as yet been used for rooming paupers in. The building is well arranged, separation of sexes is secured; good bathing facilities are provided; good water and sewerage, and fair ventilation are had; and ample fire escapes provided. The building is heated by furnaces.

MENOMINEE.

Poor house within the city limits of Menominee—Is a two story frame building, with a two story wing for female paupers, securing separation of sexes. Bath room and lavatories are provided, with good water; drainage has been improved since last report; heated with steam; lacks proper ventilation. The paupers are boarded by the week.

MIDLAND.

Poor house some four miles from Midland—Is a story and a half building, portions of it old and dilapidated; is heated by stoves; is situated on the lowest part of the farm so that the spring rising of the river, just back of it, makes of the yard a large stagnant pond, and fills the cellar with water; separation of the sexes is maintained in the house, but all mingle in the yard. Without doubt this house is away below the average, and a disgrace to the county.

MISSAUKEE.

Poor house four miles from Lake City—A two story frame building. The house is well arranged for separation of sexes, having central portion for the keeper, with a wing each side; one for male and one for female paupers. The house was built by contract, and so poorly constructed that it has settled to such an extent as to crack the walls and throw the doors and windows badly. The wings were too small and have since been enlarged. The house is heated by furnace and stoves; ventilation is by flues in chimney; has no bath rooms, though a good supply of water.

MONROE.

Poor house three and a half miles from Munroe—Is a large two story brick building, well planned and a perfect model. Separation of the sexes is provided for and maintained; good bathing facilities, good water, good sewerage and good ventilation are had. The visiting commissioner reports, "every body happy, every thing clean and in good order."

MONTAALM.

Poor house six miles from Greenville—Is composed of four buildings, which are very old, out of repair and inconvenient. The care of the inmates is excellent, and the houses as clean, perhaps, as could be expected considering the age and inconvenient construction of the buildings. Many necessary conveniences are lacking. A new house is greatly needed.

MONTMORENCY.

No poor house.

MUSKEGON.

Poor house two and a half miles from Muskegon—Is a two story, rambling frame building; enlarged and much improved during late years. Separation of the sexes has been well provided for; bathing facilities secured; has good water and fair sewerage; lacks proper ventilation. Is heated by furnace. Fire escape from second story needed.

NEWAYGO.

Poor house some two miles from Fremont—Is a two story frame building for the keeper and for female paupers; is heated by stoves; has no bathing facilities; has a good water supply; is poorly ventilated. The visitor reports "since a general overhauling of this poor house has been made the inmates are more comfortable."

OAKLAND.

Poor house two miles from Pontiac—Is a two and a half story brick building, well planned for the separation of the sexes; with separate house for the idiotic. Many and important improvements have been made since last report. It has been heated with steam, bath rooms and water closets have been provided, water has been introduced through the building, a stand pipe has been placed through the house, with hose connections in each story. The visiting commissioner reports "a great improvement has been made since last visit on the lines recommended at that time."

OCEANA.

Poor house a mile and a half from Hart—Is a two story frame building, heated by stoves. Separation of sexes is provided for in the house. Fire

escapes and bath room have been provided since last report. The visiting commissioner reports "the house is much improved, a furnace and cell for insane needed."

OGEMAW.

Poor house one and a half miles from West Branch—Is a two story frame building, heated by stoves. Separation of the sexes in house is provided for and maintained; bath and hospital rooms have been provided since last report, and chimney has been made more safe; many of the rooms are supplied with toilet conveniences; the ventilation is faulty. The small number of inmates, averaging some six, makes the lack of proper ventilation less objectionable than if the house was full; however, the house is clean and the paupers well cared for. The foundation of the house has settled badly, causing the plaster to crack. A new foundation is greatly needed.

ONTONAGON.

Poor house three miles from Ontonagon—Is a two story frame building, with a detached hospital building; is heated by stoves; ventilation is poor; bathing facilities lacking; separation of the sexes is provided for in the house. The keeper has the use of the farm free of rent for boarding the paupers.

OSCEOLA.

Poor house two and a half miles from Sears—Is a two story frame building; is heated by stoves. Separation of the sexes is provided for and maintained; bath tubs are provided; have a good supply of water and fair drainage; proper ventilation is lacking. The house is fairly clean and the paupers well cared for.

OSCODA.

No poor house.

OTSEGO.

Poor house some two miles from Gaylord—Is a small two story frame building with wing, heated by stoves; separation of the sexes is provided for; proper bathing facilities, sewerage and ventilation are all lacking. A good cellar has been provided, chimneys rebuilt and new foundation put in since last visit. "House in excellent condition and much cleaner."

OTTAWA.

Poor house some five miles from Coopersville—A three story brick building. Separation of sexes is provided for to a limited extent; bath rooms and lavatories are provided; house is heated with hot water; the water supply is inadequate; good sewerage and ventilation are provided; fire escapes and means for extinguishing fire are needed. The house is clean and the paupers well cared for.

PRESQUE ISLE.

No poor house.

ROSCOMMON.

No poor house.

SAGINAW.

The poor house is six miles from Saginaw—A two story brick building, with high basement. It is heated with steam, is well ventilated, has excellent bathing facilities, ample water supply and good drainage. Is arranged for separation of the sexes. The house is planned on the dormitory system, perhaps almost too exclusively so, and its height, practically three stories, is a great mistake. The old "insane house," a detached brick, one story building, has been rebuilt inside and made very comfortable quarters for the filthy male inmates. Excepting its great height, there is no better county house in the State, and it is well kept.

SANILAC.

The poor house is five miles from Lexington—Is a brick two story building, with basement. Separation of sexes is provided for in the house, but not in yard; good bathing facilities are not provided; sewerage is good; have good supply of water. The building is very old and poorly planned, but in good condition. Visiting commissioner reports "house very clean, and paupers well cared for."

SCHOOLCRAFT.

Poor house within one and a half miles from village limits of Manistique—Is a small, one story frame building, with detached building for hospital. Separation of sexes is provided for only in the house; bathing facilities are provided; has a good supply of water; lacks sewerage, which is very much needed, and ventilation; is heated by stoves.

SHIAWASSEE.

Poor house two miles from Corunna—Is an old two story frame building, with a separate building for old men, and one for filthy inmates. The main building is badly arranged; a good fire escape has been provided, which was very much needed. Separation of the sexes is provided for; bath rooms are provided; has a fair supply of water; good drainage; ventilation is lacking. The house is reported, by commissioner, "in most excellent condition."

ST. CLAIR.

Poor house at Godells Station—Is a two story brick building, with a high basement, practically three stories. Is well planned, excepting its great height, but very poorly built. Separation of the sexes is provided

provided; good water supply, drainage and ventilation are had. Much needed fire escapes have been provided. New bath tubs, new floors, and other necessary repairs have been made. "All well cared for."

ST. JOSEPH.

Poor house four and a half miles from Sturgis—Is a comparatively new, two story brick building; is heated by steam; has a good water supply and good drainage; two bath rooms are provided; separation of the sexes is provided for; the ventilation is a little defective; with this exception the visiting commissioner reports: "This in most regards is a model poor house."

TUSCOLA.

Poor house a mile from Caro—There are here two brick buildings, each two stories high; one for keeper's family and female paupers, and one for male paupers; the separation of the sexes is thus well provided for in the house, but it is neglected in the yard; bathing facilities are provided; has good water supply and sewerage; is lacking in proper ventilation; has no fire escapes, which are very much needed. The visiting commissioner reports of this house, that it is "one of the best kept in the State."

VAN BUREN.

Poor house three miles from Lawrence—Is a two story stone building with a high basement, practically three stories. Is heated by furnaces; well ventilated; is provided with good bathing facilities; has a good water supply, and drainage. Separation of the sexes is provided for, both in house and yard. Is reported, "except great height, good in every respect."

WASHTENAW.

Poor house three miles from Ann Arbor—Is a three story building. Separation of sexes is provided for; good bathing facilities, water, drainage, ventilation and fire escapes are provided; is heated by steam. The sick of each sex are cared for in their respective hospitals; has been repainted and repaired. The visiting commissioner reports the house "in good clean condition."

WAYNE.

Poor house at Eloise—Is a three story brick building, with two wings running well back. The old central portion of the building has been replaced by a fine structure at a cost of \$56,000. This building is now a model structure for the purpose for which it was designed. Separation of sexes is provided and maintained; hospital rooms for the sick, good bathing facilities, water, sewerage and ventilation are had; and fire protection and escapes are ample; but few single rooms are provided; large dormitories are used for sleeping apartments. The institution is well maintained, and the unfortunate inmates are well cared for.

WEIXFORD.

Poor house fourteen miles from Cadillac, the county seat and nearest railroad station—Is a two story frame building, consists of a central building with two wings; one for male and the other for female paupers' sleeping rooms. Separation in the house is secured, but no separation is provided for in the yard. Good bathing facilities, water supply, sewerage and ventilation are had; is heated by furnace; fire escapes are provided. The visiting commissioner reports, "all in most excellent condition."

POOR HOUSES VISITED.

COUNTY POOR HOUSES VISITED BY COMMISSIONERS AND DATES OF VISITS.

Counties.	Dates.	Counties.	Dates.
Alcona	May 21, 1896.	Iron	September 27, 1895.
Allegan	June 20, 1895; June 25, 1896.	Isabella	March 25, 1895; June 12, 1896.
Alpena	May 22, 1896.	Jackson	April 23, 1896; June 12, 1896.
Antrim	August 10, 1894; August 24, 1895;	Kalamazoo	September 11, 1894; August 1, 1896.
	August 2, 1896.	Kent	November 11, 1894.
Barry	June 21, 1895; June 29, 1896.		
Bay	May 27, 1896.	Livingston	April 12, 1895; April 22, 1896.
Branch	April 2, 1896.	Luce	August 31, 1894.
Calhoun	April 22, 1895; June 12, 1896.	Macomb	June 27, 1896; August 15, 1896.
Cass	January 11, 1896.	Manistee	May 19, 1895.
Charlevoix	August 18, 1894.	Marquette	August 8, 1895; July 19, 1896.
Cheboygan	May 19, 1896.	Mason	September 14, 1895.
Chippewa	August 6, 1895.	Manominee	September 26, 1895.
Clinton	April 29, 1895; April 24, 1896.	Midland	May 27, 1896.
Crawford	May 20, 1896.	Muskegon	May 25, 1895.
Delta	September 25, 1895.	Newaygo	June 25, 1895.
Eaton	April 6, 1895; May 1, 1896.	Oakland	April 17, 1896.
Genesee	June 15, 1895.	Ogemaw	May 22, 1896.
Gladwin	May 27, 1896.	Otsego	May 19, 1895.
Gogebie	September 28, 1895.	Ottawa	March 11, 1895.
G'd Traverse	August 16, 1894; March 2, 1895;	Saginaw	May 26, 1896.
	August 15, 1895; March 18, 1896.		
		Schoolcraft	September 24, 1895.
Gratiot	April 2, 1895; April 25, 1896.	Shiawassee	April 18, 1896.
Hillsdale	June 27, 1896.	St. Clair	August 9, 1894; December 27, 1894.
Houghton	June 1, 1896.	St. Joseph	April 6, 1896.
Ingham	June 25, 1895; September 6, 1895.	Van Buren	January 9, 1895; June 12, 1896.
Ionia	June 22, 1895; May 4, 1896.	Wayne	November 2, 1894; August 21, 1895;
Iscoco	May 20, 1896.		April 22, 1896.

STATE INSTITUTIONS.

The State penal, charitable and reformatory institutions are under the advisory supervision of the State Board of Corrections and Charities, and the law makes it its duty to visit them at least once a year. It has been thought wise, and in the spirit of the law, and has been the wish of those in charge, that more frequent visits be made than the law exacts. With this in view these institutions have been assigned different members of the board, to receive his special attention, and more frequent visits. These assignments the past biennial period have been as follows:

To Commissioner Gillespie—Home for the Feeble-Minded and Epileptic, Lapeer; Michigan Asylum for the Insane, Kalamazoo; State Prison, Jackson; State Public School, Coldwater.

To Commissioner Forrest—Detroit House of Correction; Industrial Home for Girls, Adrian; School for the Deaf, Flint; Eastern Asylum for the Insane, Pontiac.

To Commissioner Shepard—Northern Michigan Asylum for the Insane, Traverse City; State House of Correction and Reformatory, Ionia; School for the Blind, Lansing.

To Commissioner Jenks—Industrial School for Boys, Lansing; Asylum for Dangerous and Criminal Insane, Ionia; Wayne County Asylum for the Insane, Eloise.

To Secretary Storrs—Hospital for the Insane in Upper Peninsula, Newberry; State House of Correction and Branch of State Prison in the Upper Peninsula, Marquette.

COMMISSIONERS' VISITS TO STATE INSTITUTIONS.

Institutions.	July 1, 1884, to July 1, 1885.						July 1, 1885, to July 1, 1886.					
	Gillespie.	Newsmith.	Forrest.	Bell.	Storrs.	Gillespie.	Forrest.	Shepard.	Jenks.	Storrs.		
State Prison.	Oct. 12											
Upper Peninsula Prison.	Sept. 1	Sept. 1	Sept. 1	{ Sept. 1 } { June 4 }	Sept. 1				Jan. 7	{ Oct. 22 } { Jan. 7 }		
State House of Correction and Reformatory.	Sept. 20			Aug. 15	Aug. 15					Aug. 5.		
Detroit House of Correc- tion.			July 16	Nov. 15	Nov. 15				Oct. 10	{ Oct. 10 } { June 20 }		
Industrial School for Boys.			May 26	Aug. 14	Aug. 14				{ Aug. 18 } { May 11 }			
Industrial Home for Girls.	Sept. 14	Sept. 14	Sept. 14	Sept. 14	Sept. 14			Sept. 31	Sept. 31	Sept. 31.		
Asylum for Insane Orm- inals.	Sept. 20			Aug. 15	Aug. 15			April 1	April 1	April 1.		
Michigan Asylum.	Sept. 18	Sept. 18	{ Sept. 12 } { Mar. 8 }	Sept. 13	Jan. 10			Oct. 10	Oct. 10	{ Oct. 10 } { June 20 }		
Eastern Asylum.				Feb. 26	{ July 19 } { Feb. 26 }			March 12	March 12	March 12.		
Northern Asylum.									{ May 7 } { June 22 }	{ May 7 } { June 22 }		
Upper Peninsula Hospi- tal for Insane.	Aug. 31	Aug. 31	Aug. 31	Aug. 31	Aug. 31					Aug. 7.		
Wayne County Asylum.			{ July 12 } { Jan. 31 }	{ Dec. 2 } { May 15 }	{ July 18 } { Nov. 8 }				{ Aug. 31 } { March 23 }			
School for the Blind.			May 29	Aug. 14	Aug. 14			Sept. 3	Sept. 3	Sept. 3.		
School for the Deaf.	Oct. 7		Nov. 16							Dec. 12.		
State Public School.	Oct. 18							Jan. 7	Jan. 7	{ Oct. 23 } { Jan. 7 }		
Home for the Feeble Minded and Epileptic.								Nov. 7	Nov. 7	Nov. 7.		

FOREIGN INSTITUTIONS VISITED BY COMMISSIONERS.

By Commissioner Bell, Montreal asylum for insane; St. Johns asylum, N. B.; State asylum for insane, Maine; Boston city lunatic asylum.

By Secretary Storrs, Massachusetts State farm, Bridgewater; Retreat for the insane, Hartford, Conn.; American school for deaf, Hartford, Conn.; jails of St. Louis, Mo.; New Orleans, La.; Indianapolis, Ind.; Columbus and Cleveland, Ohio; and Erie county penitentiary, Buffalo, N. Y.

PRISONS.

The aggregate commitments to the State penal institutions during the last year has been 628, a decrease, as compared with seven years ago, of 219.

The commitments of county prisoners to the Detroit House of Correction have decreased as compared with seven years ago, 395, making a decrease in the aggregate of commitments since 1890, of 614 prisoners, or 35.7 per cent decrease in the past seven years. While this is true as between the first and last years of such time, the year 1894 showed, at the State Prison, an upward move, as did also such year and 1895 at the State House of Correction. The daily average number of inmates has increased 603 during such period, and in the three State prisons there have been in daily confinement an average of 1,600 convicts, and in the Detroit House of Correction 478, during the year closing June 30, 1896.

The following table shows, in detail, the extent of this increase and decrease:

PRISON STATISTICS FOR THE YEARS ENDING JUNE 30.

<i>Michigan State Prison:</i>	1890.	1891.	1892.	1893.	1894.	1895.	1896.	Increase since 1890.	Decrease since 1890.
Commitments to.....	306	245	272	266	300	241	243		63
Daily average inmates....	736	722	768	800	833	860	833	97	
<i>State House of Correction:</i>									
Commitments to.....	402	347	310	300	395	422	323		79
Daily average inmates....	386	363	320	335	390	466	560	174	
<i>Detroit House of Correction:</i>									
Commitments to.....	873	619	719	628	653	533	478		395
Monthly average inmates..	415	571	708	790	692	611	581	166	
<i>Upper Peninsula Prison:</i>									
Commitments to.....	139	135	166	118	92	108	62		77
Daily average inmates....	44	82	91	116	120	148	210	166	

MICHIGAN STATE PRISON, JACKSON.

WM. CHAMBERLAIN, WARDEN.

By referring to the foregoing table it will be seen that the number of commitments to this institution for the past year are sixty-three less than

seven years ago, while the daily average of inmates for 1896 is 97 more than in 1890.

The classifying of the convicts has been very carefully and conscientiously attended to, and the discipline improved thereby. The fourth grade has been divided into two divisions, the second composed of the most incorrigible and insubordinate convicts, who are kept entirely separate from all other prisoners, even while employed. The outbreak among a few of the convicts during the last biennial period led the board of control to make such division and provision.

The act authorizing and regulating the parol of convicts has worked, thus far, most favorably. The first parol was granted October 8, 1895, since which time 17 convicts have thus been permitted to serve their sentences outside of the prison, and but one of these has forfeited his parole, and been returned to the prison. The warden reports very gratifying results; he is receiving from each monthly reports, many of which exhibit renewed manhood, a spirit of hopefulness and a determination to secure the respect of their fellow citizens and to merit such respect.

The mental and moral interests of the convicts have conscientious attention on the part of teachers and the veteran chaplain, Rev. Hickox; and the influence of school-room, library and chapel are brought to bear to fit the hundreds who are annually turned back into the world to be safe and law abiding citizens.

The appropriation of 1895 has been expended in many improvements and repairs which have kept the State property in excellent condition. The grounds have been improved, needed fences erected, shops refitted, and permanent betterments secured, roofs and gutters have had attention, necessary steam piping has been attended to, sewers overhauled and renewed where necessary, boilers repaired, and made serviceable for some time to come, and a new shop constructed out of store rooms in the east end cell wing for the use of the second division of the third grade men, this last a most important and needful provision.

Nearly every available convict is now employed, either on some of the contracts, on piece price or State account work, and this institution under the wise supervision of its Board of control and executive ability of its warden, Hon. Wm. Chamberlain, is doing well the work for which it is designed.

STATE HOUSE OF CORRECTION AND REFORMATORY, IONIA.

OTIS FULLER, WARDEN.

The commitments to this institution for the year ending June 30, 1896, were seventy-nine less than during 1890. There was, however, comparing like years, an increase of one hundred seventy-four in the daily average number of inmates.

The classifying of the convicts to this institution is done to some extent. A school is maintained, and all illiterate inmates, and all under twenty-one years of age are required to attend, others may if they so desire. The chaplain does not reside at the prison, the board of control, in the interest of economy, deeming it better that he should not. The personal influence secured by the visit of the chaplain to the convict in his cell after the labor of the day has closed is therefore lacking here, as, with the exception of

his presence at one or two evening meetings held each week, he is expected to be present at the prison only during the working hours of the day.

The parole law has been applied at this institution, and the warden reports "it is working well, so that I think it should be continued." Twenty-four of the inmates have been paroled since August 8, 1895; of these the warden says "all but three or four have done well, and none of them have committed an offense for which we thought it would be justifiable to bring them back except one."

The appropriations made by the legislature of 1895 have been, and are being, well expended in betterments and repairs which are improving and keeping the State property in excellent condition. The boiler house has been enlarged to receive the new boilers which have so long been needed, one of which is in place and in use. A fine smoke stack has been built. A needed addition to the furniture factory has been constructed, also a new dry-kiln.

This institution was originally designed, as its name implies, as a reformatory, a place to which might be sentenced only young offenders. An intermediate prison between the school at Lansing for boys and the Michigan State prison; but owing to the amendment of old laws and the enactment of new ones, such original design has long since disappeared, and the name "Reformatory" becomes a misnomer, and what is worse, the population has become so mixed, as to classes, that it is hard to make the perfect separation which should be maintained, or to formulate and enforce rules which shall secure the best discipline. All this should be corrected at the earliest moment possible, and the institution made, what it was originally intended to be, an intermediate prison, to which should be sentenced no man who has by two or more crimes, of which he has been convicted, proven himself criminally inclined.

STATE HOUSE OF CORRECTION AND BRANCH OF THE STATE PRISON IN THE UPPER PENINSULA, MARQUETTE.

JOHN B. VAN EVERA, WARDEN.

The commitments to this institution for the year ending June 30, 1896, were 77 less than during 1890. The daily average number of inmates, comparing like years has been 166 more.

This institution is comparatively a new one, the first convict having been received to it in June, 1887. Its capacity is also small, being 312.

There are no industries followed in the prison except such as are connected with the prison itself. The knitting industry, conducted on the "piece price plan," and broom manufacturing on "State account," have both been discontinued. The prisoners, however, have not been idle because of this. The approach to the prison has been widened by cutting away the rise of ground in front and using the dirt to fill where needed. This work has been very extensive; the road has been macadamized with broken stone; this work has all been done by the prisoners, so detailed in squads that all the prisoners, except the sick and those required for necessary work about the prison, are employed a part of each day. The prisoners are also divided into squads for military drill, each squad drilling certain hours of each day, which not only keeps them employed, but is a

great means of discipline. They are also divided into classes for instruction, and each, during some portion of the day, is in the school-room. In these ways the time of each convict is fully occupied from morning until night.

The work about the prison consists of that in the kitchen, dining room, laundry, where, by the way, all is done by hand; tailor shop, where all the clothing for the prisoners is made; and book bindery, where the magazines taken at the prison are bound for the library, and where all the appliances for working with have been contrived and made by the prisoners.

One hundred cells have been furnished, needed cement floors and walks have been laid, an electric alarm system established, and the necessary repairs to the roof have been made, as provided for by the last legislature.

DETROIT HOUSE OF CORRECTION, OF DETROIT CITY.

JOSEPH NICHOLSON, SUPERINTENDENT.

The commitments to this institution from counties have decreased from 873 in 1890 to 478 in 1896, while the monthly average number of inmates has increased 166.

During the year ending June 30, 1895, 2,553 sentences have been made to this institution, and for the year ending June 30, 1896, 2,140; committed from the police and recorder's courts, Detroit; from the several circuit and justice courts throughout the state; and from the United States courts. The terms of sentences have been from five days to life term, and the number of convictions of persons sentenced during 1896 range from one to one hundred and seven times. The system of fees, which is largely the reason for the short and often repeated sentences shown by these figures, is certainly a very expensive one to the honest taxpayer, and its effect on the convict is well stated by Capt. Jos. Nicholson in his thirty-fourth annual report, he says: "It is true that a large part of the number referred to are, technically speaking, not criminals, but through the practice of repeated short sentences for slight offenses they soon become careless and indifferent to their surroundings, and, upon their release, often being made to feel that they are under the ban of society, soon drift into the ways of crime."

This prison is not a State institution, it is simply a city work house. There are committed to it, however, prisoners from different counties; and it receives, from a certain portion of such counties, compensation for the board of prisoners so committed and received. In spite of the large number of drunks and disorderlies sent to this prison, a class proverbially filthy, the institution is in a very clean and tidy condition.

REFORMATORIES.

INDUSTRIAL SCHOOL FOR BOYS, LANSING.

J. E. ST. JOHN, SUPERINTENDENT.

	1890.	1891.	1892.	1893.	1894.	1895.	1896.
Daily average inmates.....	480	503	497	415	453	502	532
Number received during the year....	254	268	248	274	366	346	342
Number released during the year....	244	200	344	311	289	301	321
Number in school close of year.....	471	539	433	396	473	518	539

Some two hundred boys from this institution have been placed in homes during the past biennial period. This work has to be, and is, done with great care; the institution not being like the State Public School, simply one through which boys are to be passed, from poor or no homes, into approved homes, but one in which boys must be turned "right about," and faced in the right direction and the moving in such direction become the boys' choice, and then to be placed in a home which will help them to continue in such direction. The majority of the boys have homes to which, when they are fitted and the old home is a proper one, they are returned.

The commitments to the school have decreased during each year of the past biennial period as compared with the last year of next preceding one, 366 boys having been received in 1894 to 346 in 1895 and 342 in 1896. The daily average number of inmates and the number retained at the close of each year of the past biennial period have, of course, increased, as the number released is less than the number received.

The military drill, introduced some two years ago, is continued and has demonstrated its value as a means of discipline as well as an aid in overcoming the careless and slouchy carriage of most of the boys when received.

"The Industrial Enterprise" is still issued, and is a credit to the boys in the printing office and to their competent teacher. To the industries of the farm, the tailor, shoe, iron and carpenter shops have been added that of the greenhouse, which was made possible by the appropriation made for such house by the legislature of 1895. It has furnished work and instruction for quite a number of boys and has been the means of placing several boys in good homes because of their knowledge of flowers and shrubs.

The appropriations made by the last legislature have been expended in repairs and betterments as provided, to the keeping of the State property

in good condition and adding to the conveniences and economy of conducting the institution.

The new cottage is nearly ready for occupancy. It has been built by day's work under the superintendency of a practical and experienced builder, by which, it is believed a better and cheaper building has been secured than if the building of it had been let by contract. It had been hoped that the building of this cottage would make it possible to vacate the old east wing, the last vestige of the prison appearance of the institution, but the increased number of boys now in the School will still require some of them to be quartered in this old prison-like wing.

The schools, the shops, and the playgrounds of this institution are each and all of them contributing to make of the majority of the material sent to this institution, self respecting, industrious and law abiding citizens.

STATE INDUSTRIAL HOME FOR GIRLS, ADRIAN.

MRS. LUCY M. SICKELS, SUPERINTENDENT.

	1890.	1891.	1892.	1893.	1894.	1895.	1896.
Daily average number belonging ..	233	233	212	224	234	252	260
Number received	76	77	86	80	95	97	84
Number placed in homes.....	51	65	75	68	55	57	87
Number discharged.....	56	70	97	73	72	43	56
Number in home, close of year ----		227	207	232	252	266	274

Besides the 274 girls in the Home, there are out on contract 107, making under the control of the Home 381 girls. There are now at the home seven cottages, the new one—the "Alger" was occupied first in May last; in this one are the youngest girls. The finishing of this cottage has enabled such changes to be made as to provide a separate cottage for girls who have been returned from homes in which they have been placed, because of incorrigibility, and such separation from all others makes it possible to apply stricter discipline and the granting of fewer privileges to a class of girls who either sought return to the Home after being placed out, or freedom from its restraint by being returned to the counties from which they were sent, as unfit subjects for the Home. Such incorrigibles need no longer be placed with other girls, and, as in the past, be a source of constant disturbance.

The grading for cottages is now done at the superintendent's office, and no promotions are made from cottage to cottage. Should a mistake in the grade be made, the girl can easily be changed to another family.

The superintendent has brought about the change, regarding which she expressed herself, in our last report, as follows: "I will be happy if the time comes when a girl may enter and leave from the same cottage, without even making a change of cottage or officers. She would thus form fewer acquaintances and much more good be accomplished by being under the same woman during her stay here." The promotions are now made in the cottage, not from one cottage to another as formerly, as a girl improves in her demeanor and work.

The appropriations made the Home by the legislature of 1895 have been well expended. "Alger" cottage has been completed, and is a model of its kind. The increased accommodations so much needed have been provided

by its construction, as has also a better grading of the inmates of the institution been made possible. New bath tubs have been provided, and the bath rooms arranged for greater privacy; necessary repairs have been made, and small betterments have been secured. The boiler house has been enlarged, and two new tubular boilers have been added to the old battery, thus securing the additional heat needed at only a slight additional expense in fuel. The chapel has received a new coat of brick to take the place of the old outside layer, which was fast crumbling off. An engineer's house has been built, which secures the residing of such officer on the grounds. The number of inmates has increased so that the rooms in the new school house intended for school purposes, have become overcrowded, and a school-room has had to be opened in the basement of the building. The Home has been doing work for the State Public School, and over eleven hundred garments have been made by the girls of the Home, for the little children of the State School, and all the orders are not yet filled. Quilts, comforters, and fancy, lace and drawn work has been done by the girls for customers. Cooking, housework, and dressmaking are taught in the morning, and school is held in the afternoon. This morning work is done by the girls in their respective cottages, the opportunity to teach cooking is therefore limited. If a cooking school proper could be established (and it could be at slight expense) many of the girls could be fitted sooner to go out to homes. It is hoped that soon such a school will be in operation at this institution.

in like ratio with the numbers. The problem of the cost of maintenance, and how to reduce it and not lower the standard which has always been applied to the kind, considerate and necessary care of these unfortunates, has been a constant study to those to whom the State has committed them. The result of such study and how well the problem has been solved is shown in the following table:

CHARGE OF MAINTENANCE.

Fiscal year.	Per day.	Per week.	Fiscal year.	Per day.	Per week.
1883-4.....	\$0 56	\$4 06	1890-1.....	\$0 49	\$3 43
1884-5.....	54	3 93	1891-2.....	48	3 36
1885-6.....	53	3 71	1892-3.....	48	3 36
1886-7.....	52	3 64	1893-4.....	48	3 36
1887-8.....	51	3 57	1894-5.....	47	3 29
1888-9.....	50	3 50	1895-6.....	46	3 22
1889-90.....	50	3 50	1896-7.....	44	3 08

The foregoing shows that during the last biennial period the cost of maintenance has been reduced from \$3.29 per week per patient, to \$3.08 per week per patient, or 21 cents per week per patient, or a reduction of \$35,564.72 per annum in the cost of maintenance of the inmates in the asylums of the lower peninsula since two years ago.

MICHIGAN ASYLUM FOR THE INSANE, KALAMAZOO.

WM. M. EDWARDS, M. D., MEDICAL SUPERINTENDENT.

(1,198 Patients, June 30, 1894.)

The total number of patients treated in this asylum during the biennial period which ended on June 30, 1896, was 1,752. Of this number eight hundred and sixty-four were men and eight hundred and eighty-eight women. There were admitted during the period two hundred and ninety-two men and three hundred and six women, a total of five hundred and ninety-eight. There were discharged two hundred and seventy-one men and two hundred and eighty-three women, a total of five hundred and fifty-four. One hundred and twenty-four recovered, one hundred and sixty-four were improved, seventy-one were unimproved, one hundred and fifty-nine died, thirty-six were transferred to other Michigan asylums. The total number of weeks' treatment furnished was 122,456.5 Of this 83,374.8 were for State patients, 29,809 were for county patients and 9,272.7 were for private patients. The average number of State patients was eight hundred and one and six-tenths, of county patients two hundred and eighty-six and six-tenths, of private patients eighty-nine and one-tenth and the total average number treated during the period was 1,177.3. The number of those supported at private expense has fallen from eleven and four-tenths per cent in 1890 to seven and five-tenths per cent in 1896, with a corresponding relative increase of those supported at the expense of the counties and State. It is stated that, as in previous years, much the larger number of

those admitted to this asylum are incurable cases at the time of their reception. A careful and liberal analysis of the admissions shows that less than thirty per cent could be regarded as curable cases at the time of coming to the asylum. There seems to be an increasing tendency to make the asylum the receptacle of the extremely aged, defective, paralyzed and others who are not violent or dangerous but who might be cared for at home. All these latter occupy space to the exclusion of acute cases and can only receive custodial care.

This asylum has been during the entire period in a crowded condition, and it became necessary for the Board of Control to urge upon county officials that only those most pressing in need of care should be sent to the institution. In May, 1896, a circular letter was sent to the several judges of probate calling attention to the prevailing conditions and requesting their cooperation in preserving what available room that might be made by the discharge of patients for those who are presumably or possibly curable and for those whose presence in the community might be a source of danger to others, or who, by reason of mental infirmity, might be dangerous to themselves. Upon the opening of the new Upper Peninsula Hospital, Ionia county was detached from the district of this asylum and added to that of the Northern Michigan Asylum and a portion of the patients from that county transferred to the Northern Michigan Asylum.

Within the biennial period the water tower erected at this asylum has been completed and water mains now encircle both the main buildings with hydrants at frequent intervals. Stand pipes attached to these mains have been erected within the buildings and hose attached on the different floors. The tank on the top of the tower is kept filled and affords a pressure at the ground of about sixty pounds. Both old boiler houses abandoned upon the construction of a new and central power and heating plant, have been utilized for other purposes. The one at the female department has been added to the laundry to which it was adjacent. The first floor of this addition is used as a mangle and sorting room and the second as a general ironing room. A new American Mammoth Mangle has been added to the equipment. The change has been greatly to the advantage of the asylum as the laundry in its previous cramped quarters was unable to properly take care of the work of the institution. The boiler room at the male department has been converted into a common dining room where a hundred and sixty-five male patients and their attendants are served daily. This building, which consisted of three parts, was filled to a common level and tile floor laid over all, the walls and ceilings plastered, the latter on expanded metal lath, a few windows added and the whole put into a very inviting shape. By this change three ward dining rooms were vacated which are now used as dormitories and furnish beds for twenty-six more men. This dining room is immediately in the rear of the kitchen at the male department, the food is served hot and its practical workings are very satisfactory. The second story has been converted into sleeping rooms and is occupied by engineers, teamsters and herdsmen who are, in some instances, married and their wives employed by the asylum. The quarters for the kitchen and laundry help over the kitchen in the rear of the female department of the asylum have been remodeled, modernized and put in a desirable condition. The living rooms of this class of employees are now such as to attract a better class of persons to the service of the asylum and enable it to retain them. Much of this work was accomplished with the special appropriation of \$4 000 for extraordinary improvements and repairs. Some

No new additions to the capacity of the asylum have been made during the biennial period. An addition to the equipment of the asylum has been made by throwing out from each hospital building a small addition, which includes an operating room for surgical work and a room for the more thorough physical examination of all patients. Particular attention has been devoted to new cases as they are admitted to the asylum.

The work of the training school has been carried on with the same diligence on the part of the officers, and enthusiasm on the part of the attendants, as in the past. In 1895 nineteen were given diplomas, and in 1896 eighteen. At present practically all the wards in the institution are supervised by graduates of the school. The training school has become an indispensable feature in the furtherance of the care of the insane, and increased experience confirms the hopes which were entertained of its usefulness. In all eighty-three have been graduated.

Attention has been given to the food supply for patients, particularly in the line of a generous and varied diet. Recognizing the value of an abundant supply of milk, efforts have been directed to the improvement of the herd.

NORTHERN MICHIGAN ASYLUM, TRAVERSE CITY.

JAMES M. MUNSON, M. D., MEDICAL SUPERINTENDENT.

(1,013 patients, June 30, 1896.)

At the close of the biennial period, June 30, 1896, there were in this asylum 553 men and 460 women, a total of 1,013. The total number of patients under treatment during the period was 755 men, 614 women, total 1,369. The net increase of patients for the district for the period was 92. This is a much smaller increase than during any previous two years.

The death rate upon the whole number of patients under treatment for the year ending June 30, 1895, was 4.2 per cent, and for the year ending June 30, 1896, 4.22 per cent. The institution was free from epidemic diseases, and but one death from violence occurred, which was caused by a tree falling upon the patient.

Sixty-nine patients have been transferred to the Upper Peninsula Hospital for the Insane, and thirty patients received from the Michigan Asylum for the Insane at Kalamazoo.

All the counties of the upper peninsula formerly in the Northern Michigan Asylum district were assigned to the Newberry Asylum, and Ionia county was detached from the Kalamazoo Asylum district and added to that of the Northern Michigan Asylum. At the present time the district of the Northern Michigan Asylum includes 36 counties of the upper portion of the lower peninsula.

During the biennial period no additional accommodations were provided for the insane in connection with the asylum. Many minor improvements were made, such as replacing wornout machinery, furniture, renovating rooms and corridors, etc., etc. Among the permanent improvements were the construction of a small ice house, the erection of a cottage for the steward's residence, and the construction of two small operating rooms in connection with the infirmaries. These rooms are designed to meet all the needs of modern antiseptic surgery. They have proved of much value.

CORRECTIONS AND CHARIT

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UPPER PENINSULA HOSPITAL FOR THE INSANE, NEWBERRY.

SAMUEL BELL, M. D., MEDICAL SUPERINTENDENT.

(106 patients, June 30, 1896.)

This hospital received its first patients November 4, 1895, the largest number of whom were transferred from the Northern Michigan Asylum at Traverse City, they having been originally sent from the upper peninsula.

The institution, which at present has a capacity in its two cottages for one hundred patients, is already crowded; the infirmary and additional cottage, however, for which an appropriation was made by the legislature of 1895, is fast being completed, which will relieve such condition somewhat. Room is needed also for proper classification of the inmates here; at present the only classification which can be made is the placing of male patients in one cottage and female in the other. Disturbed, maniacal, and quiet patients all occupy the same building, associate and mingle in its day room, and, with few exceptions, sleep in its dormitory. Much credit is due to its superintendent for the freedom from unfortunate and harmful disturbances, which, but for constant watchfulness and care, must have occurred.

The plan of heating the cottages by the separate system, which was adopted, has proved a failure, and will have to be abandoned for that of heating from a central plant.

Two hundred and fifty of the patients now at the Traverse City Asylum were sent from the upper peninsula, and should be brought nearer home and friends by transfer to the Newberry institution, beside provision for the new cases, about thirty each year, in the upper peninsula, should be made at this institution.

WAYNE COUNTY ASYLUM, ELOISE.

E. O. BENNETT, M. D., MEDICAL SUPERINTENDENT.

(323 patients, June 30, 1896.)

The Wayne county asylum, while not a State institution, is, under the law, under State supervision. To it are committed the pauper insane of Wayne county, who after two years' maintenance at county expense, are, as are the patients in our State asylums, a charge against the State. The bills for such support shall be allowed by the Board of State Auditors, but only "upon the certificate of the State board of Corrections and Charities that such insane persons have received proper treatment and care." (See proceedings of the board under section 1, act 47, laws 1891.)

The visits of the commissioners to this county institution, which have been quite frequent, have shown continued progress and improvement in its equipment and management. Commissioner Jenks, in the report of his last visit, says: "The sanitary conditions are in perfect condition; new bath tubs and closets of the latest improved patterns and material have been placed in the asylum; the sewage is cared for by the latest

approved patent, and everything is in excellent condition." He found also that nearly every patient who was in proper physical condition had some employment furnished him; that the dietary was carefully attended to, and the clothing all that it should be.

The following have been the expenditures made at the institution during the biennial period. A cottage for female patients, \$35,751, electric light plant, \$10,748; water works, \$10,070; superintendent's residence, \$8,302; laundry, \$5,714; root cellar, \$1,759; brick conduits, \$7,020; sewage disposal, \$8,417. The old building has been repainted, and new closets and bath tubs furnished, besides many miscellaneous improvements have been made.

STATE PUBLIC SCHOOL, COLDWATER.

PROF. A. J. MURRAY, SUPERINTENDENT.

There have been received into the School during the past year, ending June 30, 1896, 233 children, an increase of thirty per cent over the preceding year. While this is true, some changes in the plans for placing out—mention of which will be made, and the splendid assistance from the county agents has enabled the School to place 300 children in good homes; 24 have been transferred to the Home for the Feeble-Minded, two to the School for the Deaf and one to the School for the Blind; five children have been returned to the counties as unfit subjects, four on account of being diseased, and one as incorrigible, who within a week after was sentenced to the Industrial School for Boys for stealing; the number of children in the school has thus been reduced in one year from 236 to 136. Room has thus been made for receiving and caring for infants, for whom a cottage has been arranged with a large porch, a portion of which is inclosed in glass, where the babies can have sun baths, and the cottage has been furnished with cribs, nursing bottles and other necessary articles for carrying on this needful and very attractive work.

The average age of the children in the School has been reduced by placing in homes, as far as practicable, those longest in the institution so that the older children have largely been removed. The reduction of numbers in the institution has enabled the board to use a cottage—in place of the hospital, in which to quarantine a child on entering. Here he goes directly on being received and here he remains a period of two weeks, when he is sent to the cottage which is to be his home until a suitable home is found for him outside.

The change in plans for placing out, mentioned above, is as follows: Formerly applicants were to pay the child's railroad fare, which was sometimes nothing, and sometimes cost as high as ten dollars, depending both on the age of the child and the distance he had to travel. Arrangements made with the railroads are now such that only two dollars is required of an applicant for such fare. Such reductions in cost of transportation has opened many good homes in Northern Michigan which heretofore was a closed field because of the expense of railroad charges. All children are now sent out with a lady attendant who will take a group of from five to fifteen at one time, and this change has made it possible to place the youngest child in a home.

Cottage life at the institution is freed, as far as possible, from institutional features and made as near home life as it can be with children in the family.

Supervision of the children placed in homes is almost constant. A report is asked from a new guardian at the end of the child's first year in the new home; besides which two regular reports are required, one from the county agent at his annual visit, and one from the State agent of the School also is a visitor at the homes. Any trouble arising in a home is usually heard of by the county agent who then sends commissions to investigate at once in such case.

The School opened in May, 1874, since which time 4,044 children have been received by it. Of this number there have been returned to families 504, restored to parents 536, become of age (21 years) 21, married (while wards) 114, adopted 388, declared self-supporting 136, present wards of the school 1,318, of which number 1,186 are on indenture or trial, and 130 in the institution.

MICHIGAN SCHOOL FOR THE DEAF, FLINT.

PROP. F. D. CLARKE, SUPERINTENDENT.

The requirements for admission to this institution are that the child shall be of sound mind, and too deaf to learn in a hearing school. Michigan children who come within such requirements are admitted without any charge for tuition or maintenance. The minimum age of admission is seven years, it is considered a great advantage to the deaf child to receive the instruction and discipline of such a school at an early age.

The total enrollment for the biennial period is 429, the average number 360, about equally divided as to sexes, the total attendance for the year was 882, and the applications for admittance the year ended reached the large number of 439. There have been graduated pupils, one has been expelled, and nine have been dismissed, either not deaf, or for being incapable; since the school opened 100 have graduated.

The greater accommodation for pupils which was so recently secured by removing the teachers from the buildings, formerly occupied by them have been filled with pupils.

Both vocal and sign speaking are taught. The attempt to give every new pupil regular, systematic instruction in speech in this direction as is desired cannot be done, because the school is not deemed it of enough importance to provide, by appointment, of skilled teachers in this specialty, still the speech of all children coming to the institution with any speech whatever is retained, and a decided ability to acquire speech are taught to speak.

Industrial training of the pupils is given particular and constant attention, and every pupil above the fifth grade is obliged to spend a day at work, and as one of the results the superintendent has ever been in any of our State prisons." The boys are cabinet shop, shoe shop, tailor shop, bakery, printing office.

be constructed, and as the sexes must be kept separate and apart this one building can only be used for one of them. There are on file now at the institution applications from superintendents of the poor, from friends, and from physicians, for the admission of the feeble minded and the epileptic, enough to fill not only the building to be constructed in 1897, but to fill, in addition, two more buildings for each class, the feeble minded and the epileptic.

In providing the present accommodations no thought seems to have been had for the superintendent or for teachers, matrons and subordinate help, and room required for other purposes has had to be used for such, while the superintendent has been required to live a mile away from the institution in a rented house.

The work which is being done, even with these limited provisions, is very commendable, and marked improvement is discernible in the children since they have entered the institution. Labor which might be performed by the older and stronger inmates is at a minimum, because of the fact that the institution is lacking in land.

Soon after the institution opened it was visited with a slight epidemic of diphtheria; no provision had been made for a hospital, and the upper story of the girl's building had to be used for such purpose, the reception of some twenty-five applicants was thus prevented, the room intended for such having to be used as a hospital. A small hospital was erected after considerable trouble, the sick cared for in it, and the health of the institution is now about normal.

All feeble-minded and epileptic residents of the State, over the age of six years, are eligible for admission, and can receive care and training free of charge, except (as provided by an amendment of the law in 1895) when the parents or guardians of any persons who may be admitted are able to contribute to their support, in whole or in part, they may be required to do so by the board.

The sleeping room is arranged on the dormitory plan, each dormitory containing twenty-five beds, with rooms off for attendants.

The expenditure of the appropriations for the institution has been made with care and consideration for the State and for the institution.

COUNTY AGENTS OF THE STATE BOARD OF CORRECTIONS AND CHARITIES.

Our statutes provide that the Governor may appoint these agents in each county of our State, and eighty-two of the eighty-four counties of our State have such an officer. His duties have to do with the delinquent and dependent children of the State. Whenever a complaint is made or is pending against any boy under sixteen, or girl under seventeen years of age, for the commission of any offense, not punishable with imprisonment for life, it is made the duty of the court, before whom the complaint is made, before any further proceedings are had in the case, to at once give notice to the agent of its pendency, who, on receiving such notice, shall investigate the circumstances connected with the offense charged, the home surroundings, and parentage of the accused; and after such examination and a report upon them by the agent to the court, the court shall advise and counsel with the agent, and, upon such report and after such consultation, the child may be returned to its parents, guardians, or friends, or be bound out, or fined, or sentence suspended, or be sent to the reform school, as may appear best for the interest of the public and for the interest of the child. The late Albert Miller, who for years was the agent of Bay county, said in one of his quarterly reports regarding the extent of the jurisdiction of county agents with juvenile offenders: "Three cases were appealed to the circuit court, but Judge Green dismissed the appeal on the ground that the law did not provide for an appeal from the decision made by the justice on the advice of the agent."

The annual reports made by those agents to the board of Corrections and Charities show that only about one-third of the children arrested are sent to the Industrial School for Boys at Lansing, and to the Industrial Home for Girls at Adrian, the effort being, as far as possible, to reform and correct at home, rather than to commit to the school or home, not that such institutions are not models of their kind, but the agents feel that they should only be resorted to when other efforts prove unavailing for the purpose. Nor do the agent's duties towards the juvenile offender end with his trial and sentence; frequently, where sentence is suspended it is on the express understanding that the boy or girl shall, for a time, report at stated periods to the agent, and so oversight is had, and effort made to aid the boy or girl who has once gone wrong. The child who has been committed to one of our juvenile institutions is not, because of that, beyond the kind offices of the county agent, such officer is required to examine and report on the home where it may be designed to place out

such an one on ticket of leave, and only on his approval can a child be so placed; and when so placed in a home the child is under the supervision of the county agent, under the direction of the authorized officers of the institution from which he is placed.

Beside the duties devolving on the county agent toward delinquent children, he has very important ones toward the dependent and neglected ones. Our State has assumed the right, feeling it her duty, to care for such; and for such purpose she has established our State Public School for dependent children, from which School, having thus been prepared for them, children are indentured out in homes. Applications for the children must first be approved by the county agent. To enable him to make a reliable report on such homes he is required to visit them and make a careful investigation; this he does, and if after this his report be favorable, and a child is placed therein, a constant supervision is required by him of the child, and certain regular visits are expected of him by the institution from which the child is placed out. His duties are not confined to children placed out by State institutions only, but any person desiring to have a minor child disposed of in any way to him, by any person, asylum, corporation or institution, such person is required by law to apply to the county agent, requesting him to examine and report on his home to the institution having the child, and if such report is favorable and a child is placed in such a home, the county agent is required to visit such a child, at least once a year, and carefully investigate its conditions and surroundings. This system is, as yet, peculiar to this State.

Its influence for good is only limited by ability to secure wise, able, humane, and interested agents, who look not for present pecuniary compensation or reward, but are interested in child saving work as a means of securing the growth and prosperity of the State, as well as the virtue and happiness of its citizens.

The compensation, pecuniarily, is so small as to present no attractions to political dependents and office seekers, and those only should seek to assume the duties and responsibilities who are benevolent, charitable, virtuous, discreet and wise counselors and advisors of magistrates, parents, guardians and children, and only such should be appointed.

Informal quarterly reports are required to be made by the agents to this board, and also annual reports with full statements of the work of the year.

In the case of arrests, quite full reports are usually given by the agents, relating to the circumstances attending the offense, the history of the child, the disposition of the case, and the subsequent history of the child. These are of great interest and value. It would be hard to select the most interesting, and to report each case here would require more space than we feel warranted in taking in this report. The following short and concise one will give an idea of the work.

L. C. STORRS, Esq., *Lansing*:

MY DEAR SIR—Enclosed find my quarterly report as county agent. It tells but a small part of what I have done. There have been boys to talk to, parents to lecture, letters to write, postage to pay. Yesterday we looked the jail over. There are several confined and with just nothing to do. I don't wonder they plot mischief. They have little or no reading matter. I am taking over this morning some old magazines, *Atlantics* and the *Century*, etc

Yours very truly.

The history of each child placed in a home is carefully written out and a full record kept, and reports regularly made to the superintendent of the school or reformatory from which the child was sent, as well as to this board. These reports are of great interest and value, and the changed lives, habits, and character of dependent, vagrant, abandoned, and even of criminal children, furnishes abundant encouragement to faithful agents, and incites to more earnest and persevering efforts.

The county agents also aid in securing homes for many children from the poor houses, and from the streets, without sending them to the State Public School, and visit them in their homes; but as this is outside of the requirements of law, and a work of love for which no pecuniary charge is made, nothing of this appears in the report, and much beside which can neither be tabulated or reported, he seems to be expected to attend to, and seldom refuses.

Fourteen annual and one semi-annual conference of county agents have been held with conventions of the State Board of Corrections and Charities with excellent results. A permanent organization of such agents into a State association has been effected, from which much good is resulting. The experience of each in dealing with and overcoming obstacles, in securing valuable and permanent results, placing and keeping children in good homes, watching over, encouraging, and aiding those released from reformatories, is thus known to all. Each is stimulated and encouraged, and each strengthens the other for more earnest and successful work.

List of County Agents of the State Board of Corrections and Charities.

Counties.	Names.	Post office.
Aleona	Bernard P. Cowley	Harrisville.
Alcer	Chauncey C. Brown	Au Train.
Alpena	J. Cavanaugh	Alpena.
Allegan	Malcom H. Wing	Ailegan.
Antrim	J. McLaughlin	Elk Rapids.
Areneo	George Robinson	Standish.
Baraga	James McKercher	Speer Mountain.
Barry	Chas. H. Bauer	Hastings.
Bay	John W. McMath	Bay City.
Benzie	W. A. Betts	Bensonia.
Berrien	Chas. W. Whitehead	Benton Harbor.
Branch	J. Clark Plerce	Coldwater.
Calhoun	H. A. Whitney	Battle Creek.
Cass	Geo. M. Rivers	Cassopolis.
Charlevoix	William H. McCartney	Charlevoix.
Cheboygan	Jacob Walton	Cheboygan.
Chippewa	Augustus E. Bacon	Sault Ste. Marie.
Clare	Dr. E. B. Evans	Farwell.
Clinton	Wm. H. Faxon	Ovid.
Crawford	Reuben P. Forbes	Grayling.
Delta	John C. Van Deusen	Recanabe.
Dickinson	John L. Buell	Quinnesec.
Eaton	Geo. P. Stevens	Baillevue.
Emmet	Hiram Parker	Petoakey.
Genesee	Geo. H. Turner	Flint.
Gladwin	Dr. R. E. Finch	Gladwin.
Grand Traverse	Henry E. Steward	Traverse City.
Gratiot	Marvin R. Salter	Ithaca.
Gogebie	William G. Winchester	Ironwood.
Hilldale	Russell O. Haynes	Hilldale.

List of County Agents.—Concluded.

Counties.	Name.	Post offices.
Houghton	Dr. Reuben H. Osborn	Calumet.
Huron	Joseph W. Snell	Bay Port.
Ingham	Dr. J. H. Wellings	Lansing.
Ionia	John H. Van Ness	Ionia.
Iosco	W. F. Bisbee	Au Sable.
Iron	Christopher McRae	Iron River.
Isabella	Cyrus E. Russell	Mt. Pleasant.
Ile Royal	Geo. S. White	Jackson.
Jackson	Chas. A. Merrill	Kalamasoo.
Kalamasoo	David P. Beebe	Kalkaska.
Kalkaska	John W. Holcomb	Grand Rapids.
Kent	John McRae	Central Mine.
Keweenaw	John W. Nicholson	Luther.
Lake	Ely C. Roberts	Lapeer.
Lapeer	Nathaniel W. Herington	Solon.
Leelanau	J. R. Bennett	Adrian.
Lehewee	Philander L. Merithew	Howell.
Livingston	Chas. Brebner	Newberry.
Lucas	Peter W. Hambach	St. Ignace.
Mackinac	Thomas Dawson	Memphis.
Macomb	Thomas N. Reynolds	Manistee.
Manistee	Chas. D. Blanchard	Marquette.
Marquette	Frank N. Larimer	Lodington.
Mason	Winfield B. Tucker	Big Rapids.
Meosota	Michael Durocher	Menominee.
Menominee	Chas. L. Jenny	Midland.
Midland	David D. Walton	Lake City.
Missaukee	Geo. W. A. Armitage	Monroe.
Monroe	Asa Morse	Stanton.
Montcalm	Wm. C. Cain	Hillman.
Montmorency	Henry D. Baker	Muskegon.
Muskegon	Geo. W. Fry	Newaygo.
Newaygo	Chauncey Stewart	Holly.
Oakland	Walter H. Churchill	Shelby.
Oceana	Wm. A. Weeks	West Branch.
Ogemaw	Alfred Meade	Ontonagon.
Ontonagon	Hugh T. Lewis	Harvey.
Oscoda	Stewart Gordon	Luskene.
Oseola	George B. Congdon	Gaylord.
Otsego	Wm. Whipple	Hudsonville.
Ottawa	Frank C. Plats	Rogers City.
Presque Isle	Rev. A. Howard Beaver	Saginaw.
Roscommon	Moses Burns	East Fremont.
Saginaw	William C. Bronson	Manistique.
Sanilac	Henry King	Owosso.
Schoolcraft	E. W. Harris	Port Huron.
Shiawassee	Levi Hull	Constantine.
St. Clair	David G. Slaughter	Vassar.
St. Joseph	Charles E. Robinson	Lawrence.
Tascola	Daniel B. Greene	Ypsilanti.
Van Buren	Jno. Hoemer	Detroit.
Washtenaw	A. P. McManamy	Manton.
Wayne		
Wexford		

Summary and comparative statement of reports of agents, for the year ending September 30, for the years 1885-1886, inclusive, and for nine months ending June 30, 1887; and years ending June 30, 1888-96, inclusive.

	1885.		1886.		1887.		1888.		1889.		1890.		1891.		1892.		1893.		1894.		1895.		1896.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Reported arrests	545	71	563	102	485	71	500	108	812	138	879	123	736	116	578	124	440	■	757	99	801	150	1,089	146

Summary and comparative statement of reports of agents.—Concluded.

NOTE.—No report for Wayne county for 1890; figures for 1890 used. Wayne county omitted since 1891, and Kent county for 1893; county agents failed to report for each year. Children "awaiting sentence," "bound over," etc., make up balance of total arrests.

FINANCIAL EXHIBIT.

1895.			
Appropriation			\$5,000 00
<i>Expenditures:</i>			
Traveling expenses, etc.:			
Commissioner Gillespie	\$58 97		
" Forrester	87 64		
" Bell	140 80		
" Shepard	187 08		
" Jenks	24 53		
Secretary Storrs	246 83		
Assistant secretary	19 69	\$635 01	
Printing, stationery, library, etc.		356 24	
Postage, telegraph and express		249 43	
Office salaries		2,690 00	
Total		\$4,090 68	
Unexpended of appropriation		909 32	5,000 00.
1896.			
Appropriation			\$5,000 00.
<i>Expenditures:</i>			
Traveling expenses, etc.:			
Commissioner Gillespie	\$33 06		
" Forrester	9 30		
" Shepard	140 86		
" Jenks	177 65		
Secretary Storrs	\$33 87		
Assistant secretary	11 41	\$755 14	
Printing, stationery, library, etc.		333 67	
Postage, telegraph and express		266 13	
Office salaries		2,000 00	
Total		\$4,014 94	
Unexpended of appropriation		985 06	5,000 00

The figures of 1896 are actual ones to November 1, with balance of calendar year estimated, the appropriation year closing December 31, 1896.

Lane, Circuit Judge, Adrian; "Our insane," by Dr. Bell, of Detroit; "Prevention of pauperism," by Dr. D. C. Thomas, president of Adrian college. The following resolutions were adopted.

REPORT OF COMMITTEE ON RESOLUTIONS.

Be it resolved, 1. That this convention extends its grateful thanks to the committee of arrangements of the citizens of Adrian; to the officers of the court house and grounds; to the Industrial School for Girls, and to the railway companies for privileges extended to our delegates; to the "Adrian Daily Times," "Evening Telegram," and "Weekly Press," for their most excellent and full reports.

2. That the habit of giving to applicants for charity, at the door, without careful investigation, has a very great tendency to produce pauperism, and to encourage the tramp evil, and that all out door relief, whether private or official, is in great danger of increasing the evil and suffering that it is intended to eradicate, and should be discouraged.

3. That the Board of Control of the Industrial School for Girls ask the Legislature for a sufficient fund to provide for proper medical treatment, at some hospital or charity institution, as the Superintendent may select, for girls in condition requiring such treatment.

4. That it is the sense of this convention that the paper of Judge Lane be printed, and referred to the Legislature of Michigan, with a request that there be legislation on the line marked out in the sentiments therein expressed; and

WHEREAS, This conference and convention has learned with deep regret that Mr. Wesley B. Horton of Manistee county, has been compelled, by severe illness, to resign as county agent;

Resolved, That we have a high appreciation of the services of Mr. Horton, attested by the several institutions with which he has been connected, and that we express to him our sympathy in his affliction.

The fourteenth annual conference and convention was held at Flint, December 10 and 11, 1895.

The conference was called to order by the president of the association, Charles W. Whitehead, agent of Berrien county, who, after an opening prayer by Rev. Farnum, delivered his address.

Among many letters from friends expressing regret at their inability to be present, that from Hon. Levi L. Barbour, Regent of the University of Michigan, deserves special notice because of the following sentiments which it contained: "I think the university should give its broadest and best thought to those and kindred matters (crime and pauperism), that it should handle them and their causes scientifically, and that the best teaching which the State affords should be devoted to explaining their existence and prescribing for the cure of them. * * * Please remember me to the county agents. * * * I think the State of Michigan never would be able, even if it tried, to requite them for their arduous services."

"Consequences to children of parental neglect," by John W. Holcomb, agent of Kent county; "Some reasons why our boys go astray," by Mr. E. W. Gibson, of Detroit; "Juvenile offenders," by Rev. W. H. Brodhead, of Flint; and "Legislation of 1895, touching penal, reformatory and charitable matters," by Secretary Storrs, were the papers presented and discussed.

The county agents presented reports of their work for the past year, and short, but very interesting reports were presented by wardens, superintendents, or chaplains of the State Prison, State House of Correction and Reformatory, Industrial Home for Girls, Industrial School for Boys, State Public School, School for the Blind, School for the Deaf, Home for Feeble Minded and Home of Industry for Discharged Prisoners. The exhibits

of the work of these different State institutions were very fine, and added greatly to the interest in the conference.

The convention of the Board of Corrections and Charities was called to order by the Rt. Rev. Geo. D. Gillespie, D. D., its chairman.

After a solo, sung by Birdie Buck of the Industrial School for Boys, and an opening prayer, Hon. Geo. R. Gould of Flint was called upon to preside.

The convention was given a hearty welcome by the mayor of Flint, to which Bishop Gillespie responded.

Mrs. E. C. Bowling, of Detroit, gave a short talk on the Newsboy's Association of Detroit. Edward W. Jenks, M. D., presented a paper on "Atavism as a cause of pauperism and crime," which was discussed by Dr. O. R. Long, superintendent of the Asylum for Dangerous and Criminal Insane, and by Dr. C. B. Burr of the "Oak Grove" Asylum. Rev. Cyrus Mendenhall, chaplain of the State House of Correction and Reformatory, presented a paper on "The prison chaplain," which subject was discussed by that veteran in the work, Rev. Geo. Hickox, chaplain of the Michigan State Prison. Mrs. F. P. Smith, of Flint, read a paper prepared by Mrs. L. P. Rowland (who was unavoidably detained away), on "The friendly visitor," a paper particularly interesting and suggestive to the organized charities of Flint.

The Rev. H. H. Hart, general secretary of the National Conference of Charities and Corrections, addressed the conference on the work of such national organization, which is to hold its next annual meeting at Grand Rapids.

The following resolutions were presented and adopted:

REPORT OF COMMITTEE ON RESOLUTIONS.

Resolved, 1. That the State Board of Corrections and Charities be respectfully requested to give to the Home of Industry for Discharged Prisoners such aid and encouragement, by visiting the institution, and otherwise keeping in close touch with the work there done for the reclamation of discharged prisoners, as they may be able.

2. That the able paper presented by County Agent J. W. Holcomb, on "The deficiency of parental training, and its evil results," merits the approval of all good people of the State, and we trust it will be published and extensively read.

3. That the thanks of this conference be, and they are hereby extended to the Rev. H. H. Hart, secretary of the Minnesota Board of Corrections and Charities for his able and practical talk, and his wise suggestions as to the many phases of our work.

4. That we recognize the very able and scientific paper presented by Dr. E. W. Jenks, as stating many of the correct theories forming the basis of nearly all human reforms.

5. That the paper "The friendly visitor," by Mrs. L. P. Rowland, we earnestly commend to every woman in Michigan. It was able, beautifully written, nicely read, and gave very many a valuable suggestion as to practical work.

6. That the instructing and interesting paper by E. W. Gibson on "Some reasons why our boys go astray," we have all enjoyed very much, and tender to him our kindly thanks therefor.

7. That we recognize the address of Rev. W. H. Brodhead on the subject of "Juvenile offenders" as an able and interesting treatment of the subject.

8. That the committee on legislation are requested to consider and report such an amendment of the present law for taking the school census as to enable census enumerators to obtain with more certainty the school ages of children, and providing a penalty for false information given as to the ages of children.

9. That we tender our hearty thanks to the people of Flint for the many kind attentions they have shown us, rendering thereby our visit here more pleasant, and aiding to make the conference a success. We extend our sincere thanks to the ladies and gentlemen who have opened our session by delightful song; to the sheriff of Genesee county for his care that our place for holding the day meetings should be comfortable, and to the Congregational Society of Flint for providing so pleasant a place for our evening meetings.

CONVENTIONS

OF THE SUPERINTENDENTS OF THE POOR ASSOCIATION.

The twenty-first annual convention was held at Charlevoix, October 24 and 25, 1894.

The meeting was called to order by the president, Mr. Charles Holman, of Corunna; Hon. H. M. Enos of Charlevoix extended a warm and hearty welcome, which was responded to by Mr. J. S. Stockwell of Pontiac. The following subjects were presented and discussed: "Labor of inmates in poor houses," "Indians as objects of charity," "The tramp nuisance," "The School for the Deaf," "How to make the poor house self-supporting," "Corrections and charities." Reports by the Superintendents of the School for the Deaf and the Industrial Home for Girls, and by "Mother" d'Arcambal of the Home of Industry for Discharged Criminals were made on the work of such institutions and the deepest interest exhibited by the large audience in attendance.

The twenty-second annual convention was held at Traverse City, August 13 and 14, 1895.

The convention was called to order by President Chas. Holman of Corunna. After a vocal selection by the Misses Crawford and Roberts and prayer by Rev. J. W. Miller the president introduced the Hon. Perry Hannah, who, in a most cordial address welcomed the association, to which Vice President Dr. J. W. Finch of Adrian made an appropriate and pleasing response.

The superintendents reported for their several counties.

The following subjects were presented by able papers and discussed quite fully and profitably: "The need of a revision of our poor laws" by Geo. Oliver, Jr., of Allegan; "The relation of certain social conditions to mental degeneration" by Dr. James D. Munson, medical superintendent of the Northern Michigan Asylum for the Insane; "Employment of short term prisoners in county jails" by Henry Mitchell of Kent; "What does our State do for its children?" by "Mother" d'Arcambal; "Self dependence" by Hon. Geo. G. Covell; "Does the enforcement of law prevent crime," by J. S. Stockwell of Oakland. The State Schools for the Blind and for the Deaf and the Industrial Home for Girls and the Home of Industry for Discharged Prisoners were reported on by their several superintendents in a way most interesting and instructive. A visit was made to the Northern Michigan Asylum for the Insane, of which institution the committee on resolution says, "The Asylum is certainly one of

the best appointed and most beautiful institutions which it has ever been our pleasure to visit." An informal reception was given by the Traverse City Woman's Club at the Park Place parlors to Mrs. d'Arcambal and Mrs. Sickels the closing evening, at which time these ladies gave quite a detailed account of their work for discharged prisoners and for wayward girls.

Abstract of reports of semi-annual jail inspection, showing total number in each jail of the State, total number of "tramps," "drunks" and "disorderlies" in each, and the per cent of such to total number confined.

Counties.	September, 1894, and February, 1895.					September, 1895, and February, 1896.				
	Total	Tramps	Drunks	Disorderlies	Per cent	Total	Tramps	Drunks	Disorderlies	Per cent
*Alcona										
Alexander	11	7†		7	.63	5	2†			
Allegan						109	20†			
Alpena	42	14†	3	16	.36	77	18			
Antrim	11	1		1	.09	8	2			
Arenac	7	3†		1	.43	25			21	.84
Baraga	34	12†	3	17	.77	19			1	.05
Barry	53		17	17	.32	27			12	.44
Bay	595	195	25	222	.45	430	149		84	.43
Benzie						7	1†		1	.14
Berrien	225	77†	49	126	.53	302	107†	91	195	.65
Branch	85	7†	1	8	.12	68	11		11	.16
Calhoun	308	142	49	193	.62	414	140	105	248	.59
Cass	254	115†		118	.47	245	100	126	226	.93
Charlevoix	59	15	23	49	.83	9	20		25	.28
Cheboygan	16		1	1	.06	140	6		6	.15
Chippewa	416	184†	65	249	.59	608	254	22	347	.56
Clare	42	12†	2	14	.33	28	7		7	.25
Clinton	51	17†	2	19	.37	44	18	5	15	.40
Crawford	59	1	10	11	.18	94	40	21	77	.82
Delta	28		17	17	.60					
Dickinson	None.					None.				
Eaton	121	21	74	95	.78	124	45	10	69	.54
Emmet	16					34		14	14	.41
Genesee	321	155		155	.48	405	149	95	244	.60
Gladwin	14	1†		1	.07	18				
Gogebio	89		22	22	.24	309	90	25	187	.59
Grand Traverse	176	63	25	96	.54	105	21	6	37	.35
Gratiot	68	12	7	32	.47	3161	79	12	95	.27
Hillsdale	127	42	12	55	.43	117	24	5	29	.23
Houghton	179	52†	18	70	.39	142	49†	17	62	.44
Huron	45	1	2	3	.06	55	1	8	4	.07
Ingham	459	137	268	295	.65	351	124	22	277	.77
Ionia	495	109	199	308	.70	423	89	129	290	.64
Iosco	20	11	2	12	.60	22	9	1	10	.50
Iron	35	4	1	5	.14	None.				
Isabella	355	167	143	312	.87	472	257	20	222	.47
Jackson	651	165	100	265	.40	712	165	170	235	.33
Kalamazoo	952	457†	240	727	.76	1,423	654	224	1,085	.72
Kalkaska	8					21	2	1	4	.19
*Kent										
Keweenaw	0		2	2	.25	4				
Lake	26	7	9	16	.61	25	10†		16	.65
Lapeer	1,777	25	1,459	1,524	.85	169	40	52	96	.55
Leelanau	0					5				
Lenawee	186	26		25	.13	221	71	7	75	.33
Livingston	32	16†	7	23	.72	55	9	2	12	.22
Loce	42	17†	5	25	.60	23	7	9	16	.67
Macomb	129	8†	21	29	.23	56	10	25	39	.68
Manistee	74	25	21	49	.66	229	92	37	149	.65

* No report.
† September, 1895

† And disorderly.
‡ Februar

Abstract of reports of semi-annual jail inspection.—CONCLUDED.

Counties.	September, 1894, and February, 1895.						September, 1895, and February, 1896.					
	Total in jail.	Tramps.	Drunks.	Disorderlies and vags.	Total of tramps, drunks, disorderlies, and vags.	Percentage of tramps, drunks, disorderlies, and vags to whole No.	Total in jail.	Tramps.	Drunks.	Disorderlies and vags.	Total of tramps, drunks, disorderlies, and vags.	Percentage of tramps, drunks, disorderlies, and vags to whole No.
Benetsee	484	—	105	147	318	.67	478	—	153	100	318	.66
*Manitou	—	—	—	—	—	—	—	—	—	—	—	—
Marquette	118	—	85†	18	79	.67	198	—	79†	6	81	.50
Mason	58	—	8†	8	16	.27	72	—	8†	17	28	.38
Macosta	52	—	—	10	10	.19	129	—	28†	—	28	.21
Menominee	224	—	142†	8	150	.67	188	—	120†	3	122	.77
Midland	50	—	9†	3	12	.24	31	—	6	—	6	.19
Miswaukee	28	—	—	6	6	.21	40	—	—	19	19	.47
Monroe	95	—	15†	20	32	.33	108	—	9†	—	9	.08
Montcalm	85	—	19†	1	20	.23	88	—	5†	5	10	.11
Montmorency	11	—	—	—	—	—	12	—	1†	4	5	.41
Muskegon	298	—	27†	77	104	.35	298	—	15†	49	74	.25
Newaygo	81	89	4†	—	43	.53	354	8	8†	24	30	.38
Oakland	203	—	72†	—	72	.35	287	—	82†	27	109	.48
Oceana	12	—	1†	—	1	.07	16	—	—	—	—	—
Ogemaw	33	—	6	4	10	.30	26	—	7	—	7	.26
Ontonagon	29	—	15†	—	15	.52	23	—	6†	—	6	.26
Oscoda	30	—	—	3	3	.10	25	—	—	4	4	.15
Oscoda	18	—	—	—	—	—	2	—	—	—	—	—
Otsego	5	—	—	—	—	—	21	—	—	—	—	—
Ottawa	206	—	108	51	154	.75	222	—	100	77	177	.79
Presque Isle	8	—	—	—	—	—	5	—	—	—	—	—
Rosecommon	34	—	10	—	20	.58	23	—	17	—	17	.51
Baginaw	—	—	—	—	—	—	168	—	14	28	37	.33
Sanilac	40	1	—	—	1	.02	62	7	2†	4	13	.21
Schoolcraft	125	—	95†	—	95	.76	150	—	137†	3	140	.93
Shiawassee	217	—	86†	49	118	.54	201	—	15	112	128	.63
St. Clair	748	—	344	49	298	.39	822	7	198	28	233	.28
St. Joseph	65	—	17†	1	18	.28	67	—	34†	1	35	.52
Tuscola	53	15	19†	—	34	.64	96	20	15	—	34	.35
Van Buren	77	—	19	—	19	.24	97	—	16†	—	16	.16
Washtenaw	314	—	98†	84	177	.56	274	—	141†	40	181	.66
Wayne	1,043	—	7	44	51	.04	—	—	—	—	—	—
Wexford	79	—	3	15	19	.24	80	—	1†	20	21	.26
Totals	14,657	255	3,715	2,405	7,375	.50	12,755	511	2,980	3,454	6,535	.51

* No report.
† September, 1895.

† And disorderly.
§ February, 1896.

Concerning inmates of jails, cost of maintenance, arrest, commitment, etc., for the years 1886 to 1895, inclusive, from reports to the Secretary of State, September 30 of each year.†

	1886.	Nine months ending June 30, 1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.
<i>Excludes of prisoners confined under city or village ordinances.</i>										
Total number in jails within the year	11,806	7,496	10,005	11,345	13,643	12,572	15,901	14,573	18,003	15,512
Average number in the jails during the year	318.56	208.07	267	307	377	351	437+	479	521	595
Average duration of imprisonment, in days	10.68	12.76	13	13	13	13	12+	12	12	15
Number under 18 years of age	696	371	596	909	896	836	1,026	1,122	1,451	1,050
Per cent of each sex to whole No. received:										
Males	90.43	94.86	93	94	94	93	92	93½	93½	94
Females	9.43	5.13	7	6	6	7	7	6½	6½	6
Number charged with high crimes	1,650	1,171	1,684	1,745	2,047	1,969	2,241	2,431	2,435	2,801
Number charged with high crimes under 18 years of age	57	75	120	113	106	126	156	191	245	302
Per cent of each sex to whole number:										
Males	94.26	92.49	95	95	96	96	94	96	94	94
Females	5.54	7.51	7	5	5	5	6	7	6	5
No. minor offenses	16,061	5,306	9,461	8,580	8,959	9,969	11,263	11,221	15,408	11,906
No. minor offenses under 18 years of age	873	333	431	636	686	675	676	809	1,179	843
Per cent of each sex to whole number:										
Males	90.26	95.09	93	94	94	95	94	94	94	94
Females	8.74	4.91	7	6	6	7	6	6	6	6
Number of witnesses	39	26	46	48	52	37	50	46	48	53
Number of delirious	33	27	44	63	74	21	29	26	49	57
Number of insane persons	245	137	180	227	191	209	203	249	253	283
Number of crimes	7	8	7	3	3	4	11			
Per cent to whole										
Number sent to	12.13	16.37	18.71	16.39	18	18.31	15	16	13	17
Number sent to	201	170	226	324	295	295	308	295	343	315
Number sent to	530	263	575	805	415	295	345	261	359	345
Number sent to	243	116	467	713	673	546	637	703	905	546
Number sent to	136	94	185	174	143	131	153	140	196	183
Number sent to	36	13	43	26	30	27	46	44	63	65
	1.57	2.25	2.20	1.97	2.39	2.26	2.13	2.04	1.84	2.08
	8.13	4.71	6.16	3.23	5.37	2.15	1.55	1.79	1.92	2.23
	1.34	2.38	4.87	6.33	6.91	4.83	3.26	4.02	4.57	2.53
	.74	1.26	1.26	1.63	9.06	.96	1.06	.96	1.06	1.17
	.19	.17	.29	.31	2.37	.31	.39	.30	.33	.32
	.33	.37	.35	.19	.33	.33	.37	.30	.30	.31

Cost of maintaining the jails:

Toal	\$108,016 43	\$38,093 06	\$38,531 53	\$36,765 22	\$88,269 23	\$68,790 19	\$138,520 15	\$130,915 78	\$109,275 31	\$122,068 67
For 1	2,070 15	1,323 90	2,186 25	2,367 40	1,323 76	4,031 72	2,721 71	2,305 23	2,332 32	2,116 25
For 4	731 55	513 45	1,453 53	1,697 26	1,325 76	1,460 42	1,297 25	1,191 75	967 29	1,432 42
For repairs of jails	12,316 43	4,275 05	6,109 47	11,122 40	9,147 65	14,531 85	2,150 42	7,764 43	3,923 25	19,453 81
For furniture	922 24	524 73	1,635 02	1,416 66	1,037 48	1,208 56	1,294 52	668 55	496 44	1,019 83
Miscellaneous	12,808 80	5,436 71	6,900 72	11,528 81	6,122 25	7,167 47	7,265 23	6,263 71	5,301 60	5,968 26
* Total for maintaining jails	\$125,125 10	\$68,961 91	\$116,396 93	\$116,105 25	\$107,746 71	\$129,460 50	\$143,019 46	\$130,309 62	\$129,275 76	\$153,100 41
	22,916 55	15,335 13	23,427 65	27,155 52	23,655 72	23,655 54	31,763 23	20,945 24	27,945 59	29,414 11
	12,553 19	9,719 99	14,418 96	13,036 20	19,342 43	14,081 68	15,075 59	7,932 70	11,301 02	14,633 28
	1,997 10	1,707 50	1,536 42	1,578 17	-----	-----	2,475 10	712 16	876 09	1,144 50
Total for maintaining jails, arresting and detaining prisoners, and committing prisoners to prisons and reformatories	\$173,613 08	\$96,344 53	\$155,279 93	\$157,571 94	\$150,376 28	\$133,237 40	\$197,302 48	\$139,950 72	\$169,401 23	\$198,247 20
Cost per week for board and keeping each prisoner	\$5 06	\$1 93	\$4 93	\$5 93	\$4 54	\$3 23	\$4 70	\$4 67	\$4 45	\$4 23
Average cost of each prisoner confined in jail	\$ 74	\$ 78	10 68	10 94	9 24	11 16	7 96	9 33	9 13	11 13
Confined in jails under city and village ordinances:										
Number of prisoners	2,092	1,454	1,178	1,067	936	947	2,067	1,303	1,171	1,676
Amount received by sheriff for boarding prisoners	\$6,436 96	\$3,725 21	\$3,201 25	\$3,004 22	\$4,207 13	\$1,227 23	\$9,653 03	\$3,455 64	\$2,653 15	\$2,240 77

* Totals as here given not in all cases the footings of the column because the expenditures were not accurately given.

† The fiscal year was changed by the legislature of 1887 to close June 30 of each year, and all reports for 1887, and after, are made to June 30.

Concerning number and cost of maintaining paupers and indigent persons in Michigan for the years 1886 to 1895 inclusive, from reports to the Secretary of State, September 30 of each year.*

	1886.	1887. 9 months ending June 30.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.
<i>Disbursements for pauper expenses</i>										
	4,800 2,174.07 553 532 424.25 373 255.74 63 353.79 31 28.45	4,191 2,177.15 643 490 253.85 205 243.25 74 61.23 39 24.29	4,807 2,191 580 514 373 369 269 76 67 31 27	4,847 2,200 505 433 372 370 265 53 69 35 21	4,910 2,053 399 303 311 344 337 32 73 39 27	5,305 2,002 394 320 329 305 195 63 73 30 23	5,110 2,175 369 408 302 345 336 79 62 31 29	5,597 2,277 399 300 363 368 310 69 63 32 32	7,089 2,431 364 529 407 246 213 79 63 43 25	4,907 2,643 360 572 420 235 236 64 36 41 40
	1,744 26,337 685 38 8 29 40,454	2,207 21,591 790 35 7 13 28,009	2,203 20,000 912 35 10 7 43,191	2,098 25,119 932 21 8 7 43,346	2,450 27,949 864 29 10 14 43,394	2,679 40,209 872 24 8 16 45,536	2,010 43,455 808 15 3 631 50,979	4,300 37,307 867 35 13 261 107,539	4,712 77,899 863 35 7 31 86,410	
	\$373,937 25 54 90 2 41	\$312,237 13 50 25 3 45	\$276,501 20 60 02 3 43	\$214,309 90 64 85 2 74	\$376,513 37 56 73 3 09	\$355,497 51 45 35 3 39	\$334,025 09 63 53 3 75	\$339,267 02 54 45 3 50	\$359,943 76 49 73 3 71	\$326,071 26 65 05 3 37
	\$16,265 09 28,333 09	\$16,200 53 20,061 09	\$71,467 37 19,510 97	\$93,801 53 27,527 25	\$91,353 14 29,306 13	\$24,343 11 25,790 91	\$27,234 53 31,457 05	\$27,023 78 29,154 03	\$25,337 87 26,497 09	

Whole amount expended in care and support of poor.....	41,788 44	20,220 96	48,358 56	42,416 20	49,087 56	50,205 11	66,267 08	53,203 29	67,340 88	71,022 09
Value of paupers' labor (estimated).....	88,404 78	68,190 86	116,690 88	99,492 31	100,499 21	106,287 23	108,702 86	108,414 12	108,224 00	128,539 71
Value of farm products (estimated).....	418 90	180 00	429 14	272 83	609 27	324 86	604 40	959 77	880 40	690 85
Value of farm products sold.....	102 70	60 45	140 08	152 18	131 84	47 70	44 19	235 03	290 64	115 78
	3,263 81	3,619 06	3,786 65	3,316 51	3,240 87	3,061 13	3,161 79	4,108 91	8,780 23	2,400 68
Per cent of value of farm products to capital invested in farms and appur-	781,453 26	606,000 56	840,723 14	891,372 61	833,744 90	876,985 46	902,610 08	938 600 96	1,178,405 83	1,189,335 11
	3,375 50	7,490 00	3,874 00	7,025 00	6,540 00	7,170 00	7,211 75	6,465 00	7,511 00	8,915 00
	70,150 58	26,868 42	66,197 52	70,445 56	70,267 54	69,128 88	72,007 40	78,497 91	74,145 88	75,065 25
	15,065 65	14,154 67	20,247 96	17,470 23	18,812 11	19,105 70	15,500 53	16,069 31	14,711 88	12,784 64
	8 00	3 90	7 63	7 29	7 23	7 27	7 43	7 24	6 74	6 26
	788,895 00	781,400 00	804,180 00	853,684 50	833,735 09	880,028 00	914,893 00	979,828 00	1,022,590 00	1,052,925 00
	53,566 76	51,929 00	53,403 50	55,026 02	54,053 00	49,372 07	48,414 00	57,455 62	51,711 26	44,861 50
	21,899 90	23,252 00	23,557 25	23,178 40	22,749 41	20,917 81	23,001 00	24,452 26	25,210 15	24,508 15
	31,943 06	27,465 79	22,178 23	31,711 74	30,295 97	27,512 65	31,949 56	33,007 56	28,053 70	29,217 78
	808,638 73	855,046 79	911,245 08	966,664 67	991,533 83	966,020 86	1,015,027 55	1,089,038 05	1,189,306 10	1,182,803 85

* The fiscal year was changed by the legislature of 1837, to close June 30 of each year, and all reports for 1837 and after are made to June 30.

Insane in county poor house.

Counties.	July 1, 1886.	July 1, 1886.
Alcona.....	none	none
Alcer.....	"	"
Allegan.....	13	7
Alpena.....	none	none
Antrim.....	"	"
Arenac.....	"	"
Baraga.....	"	"
Barry.....	"	"
* Bay.....	"	"
Benzie.....	none	none
Benzie.....	"	"
Berrien.....	8	6
Branch.....	3	4
Calhoun.....	10	9
Cass.....	13	23
* Charlevoix.....	"	"
Cheboygan.....	none	none
Chippewa.....	"	"
Clare.....	"	"
Clinton.....	4	4
Crawford.....	none	none
Delta.....	"	"
† Dickinson.....	"	"
Eaton.....	none	none
Emmet.....	"	"
Genesee.....	3	3
Gladwin.....	none	none
Gogebic.....	"	"
* Grand Traverse.....	"	"
Gratiot.....	3	3
Hillsdale.....	3	9
Houghton.....	3	3
Huron.....	"	"
Ingham.....	0	3
Ionia.....	1	1
Iosco.....	none	none
* Iron.....	"	"
Isabella.....	1	0
Jackson.....	6	7
Kalamazoo.....	3	4
Kalkaska.....	none	none
Kent.....	"	"
Keweenaw.....	"	"
Lake.....	"	"
Lapeer.....	"	"
Leelanau.....	"	"
Lenawee.....	"	"
Livingston.....	"	"
Lucas.....	"	"
* Mackinac.....	"	"
Macomb.....	8	6
Manistee.....	none	none
Marquette.....	2	1
Mason.....	none	none
Meosota.....	"	"
Menominee.....	"	"
Midland.....	"	"
Missaukee.....	none	none
Monroe.....	"	"
Montcalm.....	"	"
Montmorency.....	"	"

* No report.

† No none house.

NATIONAL CONFERENCES OF CHARITIES AND CORRECTIONS.

The twenty-second annual session of the conference was held at New Haven, Conn., May 24-30, 1895. It was presided over by Hon. Robt. Treat Paine of Boston, one of a long line of eminent men of like name and family. The topic of the president's address was *The Empire of Charity* which was presented in a paper both scholarly and practicable. The subjects which engaged the attention of the delegates were *State Boards of Charities, Public and Private Relief, Charities Organization, Sociology in Institutions of Learning, The Feeble-Minded, The Insane, Child-saving Work, Juvenile Reformations, Immigration and Interstate Migration, Medical Charity, Training School for Nurses and the Tramp Problem*; each of these topics being presented at some public meeting by able papers, and discussed in a more detailed manner in section meetings which were held by persons interested in the special lines indicated by the subjects. Delegates were present representing some thirty states, from the Pacific to the Atlantic coast, each one employed in some particular line of charitable or correctional work, each there to receive as well as to impart information to aid all in the prosecution of the work.

The twenty-third annual meeting of the National Conference was held at Grand Rapids, Mich., June 4-10, 1896.

The citizens of Grand Rapids had made perfect local arrangements, which so supplemented the work of the executive committee under President Wright and General Secretary Hart, as to result in the largest, best conducted, and most satisfactory conference yet held. The welcome which was extended the national body by our Governor, the Hon. John T. Rich, was frequently mentioned by the delegates as exhibiting a more intimate knowledge of the questions which immediately interest the National Conference than ever before given. Hon. Alexander Johnson of Indiana, when responding to the welcome, said, "I have attended these conferences from the Atlantic seaboard to the Golden Gate, and but once before have I heard such an address of welcome, and that one from Governor Bagley, when he welcomed the conference to Detroit twenty years before."

Rev. A. O. Wright of Wisconsin, for many years the secretary of the Board of Charities of his state, presided. The theme of his opening address was, *The New Philanthropy*, taking as the ground work the golden rule. The lines of work presented by able papers and discussed, were *Charity Organization, Child Saving, Social Settlements, The Scientific Study of Social Problems, Municipal and County Charities, Juvenile*

Reformatory, Insane and Feeble-Minded. A general session was held each evening at which one of the above named subjects was considered, the mornings and afternoons were given to section meetings of those particularly interested in some one of them. The reports from states had been printed and were distributed, and the time of the conference, which had been usually consumed by such reports being given during some one or more of the sessions, was thus saved, and devoted to the fuller consideration of the subjects presented. Forty states and territories with the provinces of Ontario and Manitoba reported. Philadelphia, New Orleans, Atchison and Toronto, each extended strong invitations to the conference to hold its next meeting, the twenty-fourth, in such cities. Toronto, Ont., was the successful applicant, and the conference adjourned to meet in Toronto, July, 1897.

NATIONAL PRISON CONGRESS.

The twenty-fourth annual congress of the National Prison Association was held at Denver, Colorado, September 14-18, 1895.

Hon. Chas. D. Hayt, Chief Justice of the Supreme Court of Colorado, welcomed the congress to Denver, which welcome was responded to by Gen. R. Brinkerhoff of Ohio, the president of the association. Indeterminate Sentences, Politics and Crime, Prison Discipline, The Discharged Convict in England and Europe, Ethical Aspect of Crime, Pure Water as a Hygienic Factor in Prisons, and Police Force in Cities were the subjects presented and discussed at the congress.

One session was set apart for the warden's association, of which Capt. Jos. Nicholson, of the Detroit House of Correction, is president, at which papers were read and discussions had on The State Account System, Parol System in Penitentiaries, with an account of an interview with Dr. Bertillon, by Maj. McClaughey. One session was also given to the prison chaplain's association, of which Rev. Geo. H. Hickox, of the Michigan State Prison, is president, at which were considered the subjects of Barriers Against Crime, Prison Problems from a Chaplain's Point of View, The model Prison Paper and Refinement as a factor in reforming prisoners.

The subjects which comes before the prison congresses are presented and discussed by men who are actively interested and engaged in prison work, and who, as well, are close students of crime and criminals, of penal and reformatory methods. The congresses are, as some one has remarked, "remarkable and significant gatherings," and have proved, and will continue to prove the means of great advancement along the lines considered.

DAY NURSERIES AND KINDERGARTEN.

The object of these institutions is to care for the children of poor parents, and especially of poor widows, during the day, while the mothers are out at work. These children are brought to the nursery in the morning and returned to their homes in the evening, none being kept over night. They are taken care of and fed during the day, given a bath and clean clothes, when necessary, but their own clothes are put on before going home. The ages of children received are between one and seven years, though these limits are not rigidly adhered to. The older children—those above two and one-half years—are put into the kindergarten classes, and are taught in that system, a teacher being provided for that purpose. Some children are taken into these classes who are not fed at the institution, the aim being to restrict the benefits to children of poor parents, not able to pay for such service. A nominal charge of five cents a day is made, for each child, and with the exception of the small income derived from this fund the institution is supported by voluntary contributions from the public.

THE PROTESTANT ORPHAN ASYLUM,

988 Jefferson avenue, was established in 1836, is controlled by a board of ladies representing the protestant churches. The inmates are orphans, half orphans, and children whose parents are unable to provide a home for them, or fail to do so, from two to twelve years of age. A small sum (\$1.00 or less) is charged per week; but many are not able to pay, and the income from this source is small. The younger ones are put into kindergarten work, at the asylum, and the older ones sent out to public schools. The expense, excepting the small income from endowment fund, and board of children, is met by contributions and membership fees.

THE HOME OF THE FRIENDLESS,

33 West Warren avenue, was established over thirty years ago. This institution provides a home for women and children, especially the latter, of general good character and conduct, who have been rendered homeless by misfortune; helping this class rather by preventive than reformatory measures.

A temporary home is provided for them until they can be permanently placed as adopted children in respectable families, or (in case of women) as domestics with persons of good moral character. It is managed by a board of thirty ladies, selected, as far as possible, to represent the various protestant churches of the city.

Capacity, one hundred children and twenty adults. Ages of children received, two and a half to ten years; but vary from these figures under certain circumstances. The younger ones are taught in the kindergarten system, at the home, by a competent teacher, and the older ones are sent to the public schools.

A charge is made of \$1.00 or less per week for children, when there is a parent or friend to pay it; but many pay nothing, and the income from this source is inconsiderable.

capacity thirty-six. The charge is from \$4.00 to \$6.00 a week, no distinction of sex or creed. The old fire department has endowed one bed, paying \$5,000. There is a small endowment fund, but not enough to meet the expenses, and it is supplemented by contributions.

THE THOMPSON HOME

takes its name from Mrs. David Thompson, who contributed the grounds and building for this home, at a cost of not less than \$50,000. It is designed to furnish a permanent home for worthy but homeless women over sixty years of age. It is sustained by interest on endowments, fees received from inmates, and voluntary contributions by the public. Managed by a board of ladies, selected from protestant churches. Capacity thirty-two, and is now full. Terms of admission \$300 to \$500.

THE HOME FOR THE AGED POOR.

This institution is managed by the "Little Sisters of the Poor," an order of the Roman Catholic church. It is strictly a home for the indigent aged. Persons who are able to pay, or have their friends pay for them, must find a home elsewhere. Applicants, if infirm, are admitted at fifty-five but otherwise at sixty and upwards. Capacity, 200.

THE WOMAN'S HOSPITAL AND FOUNDLING'S HOME

was established in 1869, and is under the control of a board of ladies.

It is designed to serve as a hospital and shelter for foundlings and poor unfortunate women, who have recently become mothers or are about to become such, and to afford them needed succor, care and nursing so long as the same shall be necessary, or until more permanent provision can be made for them. The present capacity is thirty-five adults and forty children. Inmates are expected to pay for board and care if able, and according to accommodations, but a large proportion are unable to pay anything, and there is a large annual deficit to be made up by the charitable public. The babies are adopted out, and the demand exceeds the supply, especially for girls.

The new quarters, a commodious and elegant building on the corner of Forest avenue and Beaubien street, are now occupied by this institution.

HOUSE OF PROVIDENCE,

187 East Elizabeth street, is owned and conducted by Sisters of Charity. Its line of work is the same as the last above mentioned. Capacity, fifty adults and fifty children. An "open door" department is also maintained here. About half of the annual expenses are met by charity.

THE INDUSTRIAL SCHOOL,

46 Grand River avenue, was established over thirty years ago. Its object is to educate children of both sexes, who are too poor to be properly clad

for the public schools. Scholars are provided with dinner each day, and furnished clothing by the institution. The girls are taught house work of all kinds, the boys wood carving. Five or six free kindergartens are included in the work of this society, held in different parts of the city, under the direction of Mrs. Stephen Baldwin, who has shown much devotion and energy in pushing this work.

The school is under the control of a board of ladies selected from the protestant churches, and is sustained in part by rent of stores in building, in part by membership fees of \$1.00 and by voluntary contributions.

YOUNG WOMAN'S HOME,

74 West Adams avenue, is a home for working women, under thirty years of age, of good conduct and character. A charge is made for board and rooms, according to the accommodations and ability to pay, the average price being \$2.50 per week. Worthy destitute women are also kept over a day or two, but the home does not make a specialty of this work. Girls seeking employment are helped to find it, and while waiting find here a temporary home. It is managed by a board of ladies, and the inmates are surrounded by healthful moral influences. It is designed to make the home self supporting.

THE HOUSE OF THE GOOD SHEPHERD

is managed by the religious order of our Lady of Charity of the Good Shepherd of Auger, whose special mission is the reclamation of fallen women and unfortunate, wayward girls of the cities, by whose labor some portion of the expense is borne. It consists of two departments, called the reformatory and protectorate. In the former are placed the adults and in the protectorate girls from three to sixteen years of age. Not orphans, not those who have fallen, but who are endangered from bad company, or whose parents fail to take care of them. The inmates in either department may be placed there by parents or guardians, or come voluntarily, or be brought by the police; they may be committed from the police court. The inmates, from whatever source, are expected to stay six months, and they must be completely under control and subject to the discipline of the house. Sewing of all kinds, lace work, fine laundry work and cooking are all made a source of income, and in this way the inmates are made partly self-supporting. They remain in the care of the sisters until they deem it proper to return them to the world, and when possible places are found for them.

Capacity in reformatory, 200; in protectorate, 75.

THE HELPING HAND SOCIETY,

operated by a board of ladies, is a kind of school for teaching poor women how to work, especially to sew and make garments, and the children house-keeping and such industry as will become useful in after life. These people are visited at their homes by teachers and a visitor employed for that purpose, and aid given when needed. The work, however, has grown to such proportions that larger quarters have had to be secured in a building in the vicinity of the eastern market.

THE GOODWILL SOCIETY,

a similar organization to the "Helping Hand." Its work is among the Poles and Germans, in the northeastern part of the city. In addition to their sewing school, they distribute among these people second-hand clothes, groceries, and fuel. The society is under the direction of a board of ladies.

THE BETH EL HEBREW RELIEF SOCIETY

was organized twenty-six years ago to assist needy Israelites. Its work is mostly among natives of Russian Poland, who come to this country poor, and with large families of small children, and who fall into penury and want. Many of these families are helped by regular pension, of so much a month. Relief is given after investigation with discretion. Money is raised by contribution. This work is supplimented by the ladies' aid society, who visit families, furnish clothing and many little necessities.

THE SOCIETY FOR RELIEF OF HEBREW ORPHANS AND WIDOWS

has been organized thirty years. It relieves its poor women and children as does the Beth El society, by regular pension of certain amount a month. Annual expenditure is met by annual dues, and interest on savings fund accumulated during the thirty years of the society's existence. Is under the management of a board of ladies.

THE BETHEL HOME,

21-23 Griswold street, is designed to furnish a home for sailors (who have no other) at reasonable prices. For \$50 board and lodging is furnished from the close of navigation to its opening in the spring, to be paid in advance. This arrangement is to provide against the tendency of this class to spend their means foolishly. Board is also furnished at moderate rates by the week. There is a reading room at the home provided with daily papers and stationery, and religious services are held here. The home is self-supporting.

HOME OF INDUSTRY FOR DISCHARGED PRISONERS,

259 East Willis avenue, was founded by Mrs. A. L. d'Arcambal on March 4, 1888. Its object is to furnish a temporary home and employment for all discharged prisoners of the State of Michigan. It furnishes food and clothing to its inmates. It surrounds them with a cheerful, healthy and moral atmosphere to enable them to regain their lost manhood. It gives its inmates work which enables them to partly pay for their board and stimulates them to useful lives and good citizenship.

CITY DISPENSARY,

established by the poor commission, at their office in the new police court building, where a regular physician in charge of the office is in attendance

day and night, and free medical and surgical dispensaries are maintained at St. Mary's hospital, in connection with the Detroit College of Medicine; at Emergency hospital, under supervision of the faculty of the Michigan College of Medicine; at Harpers and Grace hospitals.

CHRIST CHURCH HOME,

242 East Woodbridge street, is a temporary or permanent home for elderly women of good character. It is supported by members of Christ Episcopal church. There is a nurse in connection with the home, who gives her time to administering to the poor of the parish.

DETROIT DEACONESS HOME,

53 West Elizabeth street, was established about six years ago. Organized and supported by the Methodist Episcopal church of the city. Its object is to minister to the sick and poor, looking after their material and spiritual welfare. There are fourteen deaconesses connected with the home who devote their whole time and life to this work among the poor; several are trained nurses and minister to the sick. The home serves as a training school for others who wish to engage in city missionary work.

GRAND RAPIDS.

CHARITY ORGANIZATION SOCIETY

is an association whose objects are to systematize, organize, and bring into harmonious co-operation the charities and almsgiving of the city, and place the various private and charitable institutions in direct fraternal communication with each other.

The society provides "friendly visitors," who gratuitously attend all cases needing counsel and assistance, and who promote, among the poor, social and sanitary reforms. It maintains a work room for women, where any poor woman may be employed temporarily with payment in food and clothing, none being obliged to beg. A "labor yard," where men may be employed under similar circumstances. Two district nurses are also employed to visit and nurse the sick poor in their homes. A free employment bureau, by which employer and employé may be put into communication.

The society was formed in the spring of 1893. The applications for aid during this first year numbered 2,835, and included 9,718 individuals. Employment, permanent and temporary, was found for 1,789, 452 of whom were employed by the society in the "labor yard;" 399 women were employed at the "work room;" 316 children were cared for at such room; 3,577 dinners were served at the "work room;" 2,176 homes were visited; 396 patients were visited, and 1,161 visits were made to such patients. Nearly \$5,000 was expended in prosecuting the work. President, Harvey J. Hollister; vice president, Alfred O. Crozier; secretary, Emma Field; assistant secretary, Walter L. Cosper.

UNION BENEVOLENT ASSOCIATION.

This association is forty-five years old. It has its quarters in a building of its own, which cost \$40,000, and is used both as a hospital and a home. On the same ground and belonging to the institution is the "nurses' lodge," which is the home of the principal and members of the training school for nurses, which is maintained by the association. Fifteen thousand dollars is needed to maintain this charity. Twenty-five nurses are in training in this school; nine were graduated last May. The officers are: President, Jno. W. Blodgett; vice president, Mrs. S. L. Withey; treasurer, C. H. Hollister; secretary, Mrs. Laura Berkey.

BUTTERWORTH HOSPITAL.

(Formerly St. Mark's Hospital.)

As the name implies, it is devoted entirely to hospital uses. Its capacity is seventy-five beds. It is opened to all invalids needing the help which it afforded. It is supported by contributions, membership fees and receipts from patients who can afford to pay. The officers are: President, Rev. Campbell Fair; treasurer, E. Crofton Fox; secretary, Ralph Stone. There is also a board of lady managers.

THE HOME FOR THE AGED POOR.

An average of ninety old people of both sexes, regardless of nationality or creed, are provided for by eleven Little Sisters of the Poor. Two of them almost daily go from house to house to collect for the institution. The other sisters do all the work for the love of God. The home is open to visitors on Sunday and Thursday afternoons; open to friends and relatives of sick inmates at any time.

ST. JOHN'S ORPHAN HOME

is under the care of the sisters of St. Dominic. Collections in churches, donations, the proceeds of entertainments given by the orphans or Catholic societies are the chief resources for the support of the home. The number of orphans is about ninety and increasing every year. The home maintains a kindergarten and the regular course of school training for the children. Owing to the fact that no salaries are paid, the expenses of both the above named institutions are very low.

THE CHILDREN'S HOME SOCIETY

was organized May, 1892, meeting every Wednesday to sew and help poor children brought to their notice. The society did a successful work and, on June 23 following, was incorporated under the laws of the State of Michigan. April 1, they rented a building and started their home. Real estate with two large buildings upon it has since been purchased for \$9,000, kind and generous friends of the cause donating the purchase price. These buildings have now been put in desirable shape for occupancy, which

BOARD OF CORRECTIONS AND CHA

makes the entire cost of the home about \$14,000, and the expenses of the home are met by donations.

From January 1, 1894, to August 10, the home has different children, and an average of forty per day one to twelve years. Those old enough attend kindergarten.

WOMEN'S HOME AND HOSPITAL

is an outgrowth of the city missionary society formed until September, 1886, it was a home for free women and girls, which was its name. At the latter taken in charge by the W. C. T. U. and made a home for whom an admission fee is charged. Persons between and seventy, \$500; and over seventy, \$300; which given care for the remainder of their lives. The present cost of the home is about \$200 per month. In April, 1891, the grounds were purchased, half the price of which has been paid. Officers are: President, Mrs. Geo. Mitchell; vice president, Mrs. Geo. Mitchell; second vice president, Mrs. Marietta Woodworth; secretary, Mrs. Smith; treasurer, Mrs. Hattie Perrin.

SAGINAW.

HOME FOR THE FRIENDLESS.

The home was organized in April, 1870, and has its twenty-sixth anniversary. It is occupying a building well planned for the purpose, and within the last two years improvements have been made in the nursery.

It is open to all industrious working women as a place where work can be procured; and to young girls coming as seeking employment.

The home has done a grand work in its particular line of rearing the waifs that have fallen to its care, as well as a domicile for the orphan.

During the past year ninety-three persons were admitted, of these fifty-six were children under the age of twelve, and fourteen of the latter, transients; eighty-three were permanent inmates. The average number of inmates for each month being fifty, the cost of maintaining the home is about \$3,500 yearly.

The officers are: President, Mrs. Rufus H. Roys; first vice president, Frances E. Wetbee; second vice president, Mrs. J. C. Ewing; treasurer, Mrs. Frank C. Ewing; recording secretary, Mrs. Randall; corresponding secretary, Mrs. James M. Wyl.

BAY CITY.

THE WOMAN'S ASSOCIATION OF CHARITY

This association is the only incorporated charitable body in Bay City. It controls both the woman's home and the children's home. At the woman's home are received life beneficiaries of all ages, five years old or over. The compensation required is three

and upwards; there are also received here, temporarily, women old or young who need a shelter and also a few wage workers as boarders at a low rate.

At the children's home are received children from infancy to ten and twelve years of age, who are either half or wholly orphaned, or such as from any cause are in need of a home. Some are received temporarily until other places can be provided for them. Some are taken as boarders, paying such amounts as their parents or guardians can afford.

The officers are: President, Mrs. S. G. M. Gate; recording secretary, Mrs. W. McLennan; secretary, Mrs. F. Shield; treasurer, Mrs. D. C. Smalley.

LANSING.

LANSING INDUSTRIAL AID SOCIETY.

Its most important work is the industrial school for teaching the children of the poor sewing and cooking; the average attendance at which is over sixty. The teaching in this school is purely voluntary, and many of the representative women of the city are interested in the work.

By its committee of friendly visitors, and a committee of three ladies in each ward of the city, much suffering has been relieved, and imposition avoided. The society works in unison with city and county officials, furnishing clothing, bedding, etc., in cases of sickness; wood and food in emergencies.

The society has also found employment for many persons, and homes for a number of young girls. It is often appealed to in behalf of wayward children, and has been instrumental in removing several such from temptation. Its aim is to dispense charity with the gentle discretion of common sense, and the intelligent vigor of thorough organization. The officers of the society are: President, Mrs. N. B. Jones; vice president, Mrs. Fannie L. Chaffee; secretary, Mrs. E. L. Westcott; treasurer, Chas. H. Osband.

Cash expenditures for the year, about \$600. Its income is derived wholly from gifts of the benevolent.

OTHER CHARITABLE SOCIETIES.

There are two other societies doing charitable work. The St. Vincent de Paul, of which Mrs. James Appleyard is president; also the Hebrew ladies' aid society, of which Miss F. Eckstien is president. Both are doing commendable work in their particular lines.

KALAMAZOO.

DEWING CHILDREN'S HOME.

This home has been in operation eighteen years. The children are received mostly from Kalamazoo county, though a few have been received from other portions of our State. Between 200 and 300 girls have received the training of this institution, and have gone out into good homes. There are 28 children now in the home. The late Mr. W. G. Dewing, of Kalamazoo, donated the lots on which the building was erected; a bequest from him, for the purpose, paying the greater part of the cost of its erection. The home is incorporated; is conducted by a board of trustees.

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Abstract of reports of county agents of the Board of Cor

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Abstracts of reports of

Counties.	Agents.	No. of previous arrests.	No. of arrests.			Age.			Offenses.						
			Boys.	Girls.	Total.	Youngest.	Oldest.	Average.	Malicious trespass.	Rape.	Assault and battery.	Larceny.	Common prostitute.	Burglary.	Vagrancy.
Manistee	Thomas N. Reynolds	6	42	11	53					1	8	22	1		1
*Manitou															
Marquette	Chas. D. Blanchard	5	11	3	14	11	16	13			1	8		1	
*Mason															
Meosota	Winfield S. Tucker	0	4	3	7	8	15	12				4		3	
Menominee	Michael Durocher	7	11	1	12							4		3	
Midland	Chas. L. Jenney	0	4		4	12	15	13				1			
Missaukee	David D. Walton	0		1	1	13		13							
Monroe	Geo. W. A. Armitage	2	3	3	6	12	14	14			1	1			
Montcalm	Asa Morse	0	5	3	7	10	16	13			4	2			
Montmorency	Wm. C. Cain	0	0	0	0										
*Muskegon															
Newaygo	Geo. W. Fry	1	4	5	9	12	16	14				1			
Oakland	Chauncey Stuart	0	7		7	12	15	14				2			
Oceana	Walter H. Churchill	0	1		1	14		14				1			
Ogemaw	Wm. A. Weeks	0	0	0	0										
Ontonagon	Alfred Meads	0	0	0	0										
Oscoda	Hezekiah Brown	0	6		6	10	15	13				5			
Oscoda	Stewart Gorton	0	0	0	0										
Osego	Geo. B. Congdon	0	1		1	13		13				1			
Ottawa	Wm. Whipple	0	6	4	10	10	15	13	1			3	2		
*Presque Isle															
*Roscommon															
Saginaw	Rev. A. Howard Bearer	17	94	15	109	8	16	13		5	3	39		2	
Sanilac	Moses Burns	0	4		4	11	14	13				2			2
Schoolcraft	Wright E. Clark	0	4		4	12	14	13				4			
Shiawassee	Chas. N. Race	8	10	2	12	10	16	13			1	5			
St. Clair	E. W. Harris	4	29	5	34	11	17	13	1			25			
St. Joseph	Levi Hull	2	6		6	10	14	12				2			
Tuscola	David G. Slatter	0	2	3	5	12	15	13				2			
Van Buren	Chas. E. Robinson	2	19	2	21	9	16	13			3	7	1		2
Washtenaw	Daniel B. Greene	1	12	1	13	10	16	13			5	5			1
*Wayne															
Wexford	A. P. McManamy	4	2	2	4	14	16	15			1				
Totals		170	801	150	951	5	17	11	63	1	86	356	11	35	9

* No report.

county agents, 1895.—Concluded.

Offenses.		Nativity of parents.										Disposition made of children.					Children placed in homes from State institutions.									
Malicious destruction of property.	Disorderly.	False pretenses.	Truancy.	Manslaughter.	United States.	British America.	England.	Scotland.	Ireland.	Germany.	France.	Holland.	Africa.	Poland and Italy.	Sweden and Norway.	Returned to parents.	Suspended sentence.	Discharged.	Fined.	Boys (Lansing).	Girls (Adrian).	Committed to reformatories.	Otherwise disposed of.	State Public School.	Industrial schools.	Total.
7	18	9	9	9	9	9	9	9	9	9	9	9	9	9	9	27	1	6	8	7	4	4	4	4	4	4
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	4	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	5	1	1	4	4	4	4	4	4	4
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	1	1	1	4	4	4	4	4	4	4
8	33	19	59	2	1	1	1	1	17	16	11	8	1	2	1	15	37	41	6	8	4	3	10	3	13	13
1	8	7	9	1	2	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	12	1	1	12	2	3	1	1	1	1
3	4	12	2	4	1	2	2	2	4	1	2	1	1	1	1	5	4	1	1	10	1	1	1	1	1	1
1	1	12	1	1	1	1	1	1	2	1	1	1	1	1	1	3	8	1	1	8	1	1	1	1	1	1
55	143	1	180	485	55	23	2	72	94	41	44	6	46	17	202	224	161	120	187	75	30	118	88	44	13	263

Abstracts of reports of county agents of the Board of Cor

Counties.	Agents.	No. of previous arrests.	No. of arrests.			Age.			Offenses.						
			Boys.	Girls.	Total.	Youngest.	Oldest.	Average.	Malicious trespass.	Rape.	Assault and battery.	Larceny.	Common prostitute.	Burglary.	Vagrancy.
*Alcona															
*Alger															
Allegan	Malcom H. Wing	4	12		12	12	15	14			3	6			
Alpena	J. Cavanagh	6	34	4	38	7	16	12			8	17			3
Antrim	J. J. McLaughlin	0	2	1	3	10	16	13				2			
Arenas	George Robinson	0	0	0	0										
Barry	Chas. H. Bauer	2	3	2	5	10	15	13				3			
Baraga	James McKeeher	0	0	0	0										
Bay	John W. McMath	15	94	6	100	7	16	13	11		18	25		1	
Benzie	W. A. Betts	2	11	2	13	9	14	13			1	9			
Berrien	Chas. W. Whitehead	11	57	6	63	10	16	11	18		2	23	3		
Branch	J. Clark Pierce	0	6		6	13	15	14				5			
*Calhoun															
*Case															
Cheboygan	Jacob Walton	2	3	5	8	11	16	13						2	
Chippewa	A. E. Bacon	5	14	4	22	8	15	12			1	11	3		
Clare	Dr. E. B. Evans	0	0	0	0										
Clinton	Wm. H. Faxon	0	3		3	9	14	12				3			
Crawford	Reuben P. Forbes	0	0	0	0										
*Delta															
*Dickinson															
Eaton	Geo. P. Stevens	2	5	4	9							3			
Emmet	Hiram Parker	0	1	1	2	15	15	15			1				
Ganewee	Geo. H. Turner	0	8	3	11	11	16	14				1	2	2	
Gladwin	Dr. R. E. Finch	0	0	0	0										
Gogebic	Wm. G. Winchester	4	14	1	15	8	15	11			3	8			1
G'd Traverse	Henry E. Steward	0		0	0										
Gratiot	Marvin E. Salter	1			5	11	13	12				4			
Hillsdale	Russell O. Haynes	0		1	7	11	15	14			1	3			
Houghton	Dr. Reuben H. Osborn	0		3	11	10	15	12			4	1	2		
Huron	Joseph W. Snell	1	10		10	9	15	11				5			
Ingham	Dr. J. H. Wallings	9	44	9	57	8	16	13			9	13	1	1	1
Iron	John H. VanNess	5	18	4	22	12	15	14			3	8			
Iscoco	W. F. Blabee	2	4	1	5	12	14	13							
Iron	C. A. McRae	0	0	0	0										
Isabella	Cyrus E. Russell	0	1		1	15	15	15	1						
*Jackson															
Kalamazoo	Chas. A. Merrill	25	25	2	27	8	17	13			2	9			
Kalkaska	David P. Beebe	0	5		5	10	14	12				5			
Kent	John W. Holcomb	43	154	13	167	9	16	12			6	53			
Keweenaw	John McRae	0	0	0	0										
Lake	John W. Nicholson	0	4	1	5	13	15	14			1	1			
*Lapeer															
Leelanau	N. W. Harrington	0	1	1	2	11	13	12				2			
Lenawee	J. R. Bennett	0	13	2	15	10	15	13				4			
Livingston	P. L. Merithew	1	2	2	5	10	14	13				1			
Lucas	Chas. Erebner	0	0	0	0										
Mackinac	Peter W. Hambach	0	4		4	12	14	13				1			
Macomb	Thomas Dawson	15	27	6	33	5	18	11	3		3				4
Manistee	Thos. N. Reynolds		58	5	63	9	16	12	9		11	20			1

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county agents, 1896.—Concluded.

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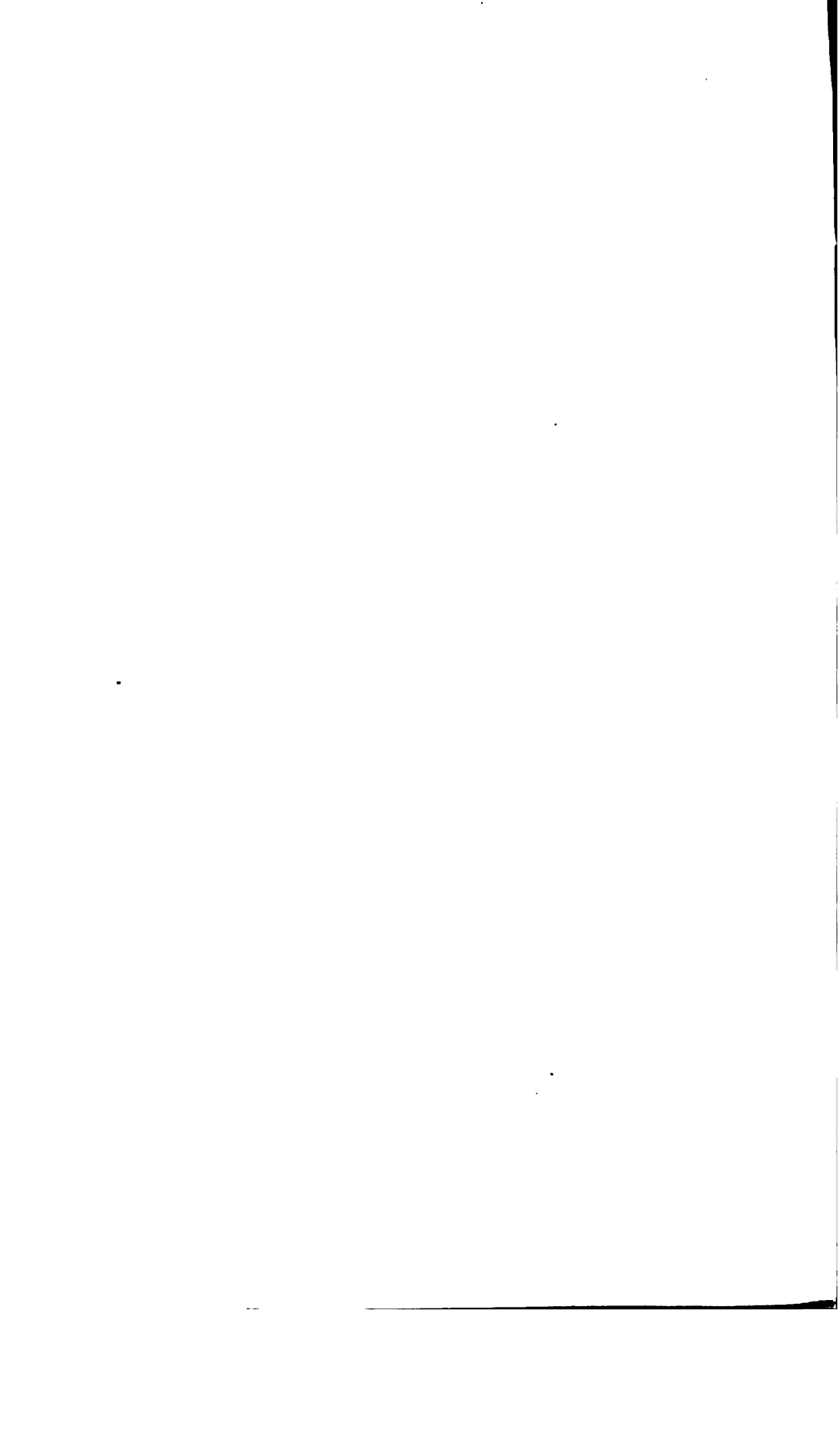
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ABSTRACT.

TABLES I TO XII, INCLUSIVE.

EXHIBIT A.

AND

SCHEDULES A AND B.

CONTENTS.

The distinction between county and township poor.

EXHIBIT A.—Statements concerning paupers and indigent persons, for the year 1896, 1895, 1894, 1893, and 1892.

TABLE I.—The average number, whole number, number of each sex, and number under sixteen years of age, and the whole number and average number each of the insane, idiotic, blind and mute paupers maintained in the poorhouses.

TABLE II.—Nationalities of paupers.

TABLE III.—Number of births, illegitimate births, and deaths at the poorhouses, the number of persons temporarily relieved, and the number of permanent paupers maintained outside the poorhouses; the number of poor persons supported at public institutions, and the number of different persons who have received assistance in any form.

TABLE IV.—Causes of pauperism of inmates of the poorhouses.

TABLE V.—Causes of indigency of the families relieved outside the poorhouses.

TABLE VI.—Whole amount expended in the care and support of the poor; amounts paid from the poor funds, from other funds, and funds from which paid, not reported.

TABLE VII.—Poorhouse and poor-farm expenses.

TABLE VIII.—Average cost of each pauper in the poorhouses, and average cost per week of each pauper maintained in the poorhouses.

TABLE IX.—Expenditures for temporary relief and for maintenance of permanent paupers outside the poorhouses.

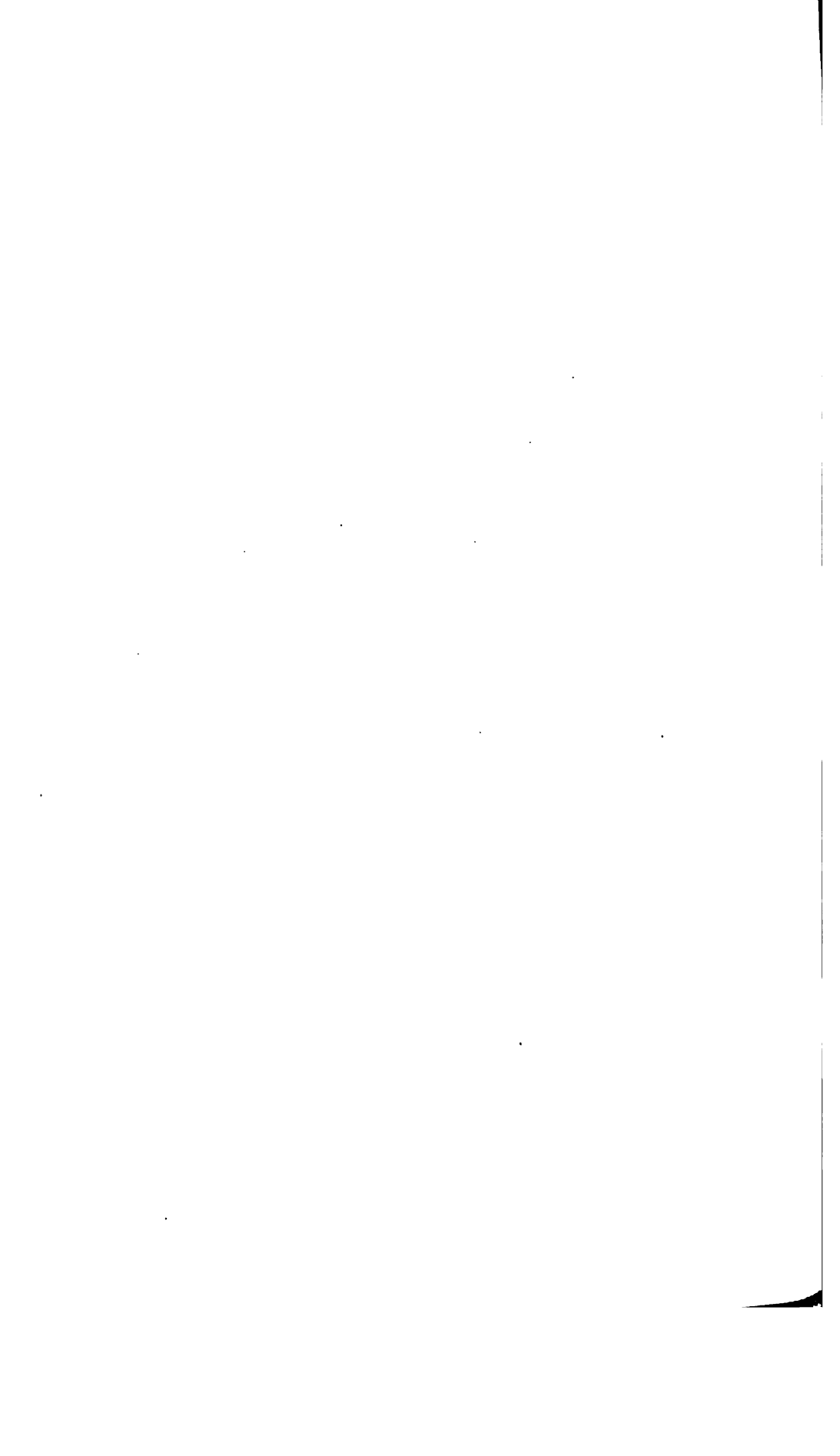
TABLE X.—Amounts paid for official services in relation to the poor; amounts paid for maintenance of poor persons at public institutions.

TABLE XI.—Value of paupers' labor and of farm products; per cent of value of products to capital invested.

TABLE XII.—Value of farms and appurtenances; interest on capital invested.

SCHEDULE A.—Statements relative to the poorhouses, and treatment, care, etc., of inmates.

SCHEDULE B.—List of superintendents, by counties.



MICHIGAN
DEPARTMENT OF
LANSING, MICH.

Hon. Hazen S. Pingree, Governor of the State of Michigan

SIR—As required by law, I submit herewith the
of the Reports of the Superintendents of the Poor,
ending June 30, 1896.

Very respectfully,

WASHINGTON

THE DISTINCTION BETWEEN COUNTY AND TOWNSHIP POOR.

Counties, so far as reported, in which a distinction is made between county and township poor:

Alger,	Keweenaw,	Ontonagon,
Berrien,	Livingston,	Otsego,
Grand Traverse,	Mackinac,	Ottawa,
Ingham,	Mason,	Saginaw,
Iron,	Midland,	St. Clair,
Jackson,	Monroe,	Washtenaw,
Kalkaska,	Muskegon,	Wayne.
Kent,	Newaygo,	

Counties, so far as reported, in which no distinction is made between county and township poor:

Alpena,	Eaton,	Manistee,
Antrim,	Emmet,	Marquette,
Arenac,	Genesee,	Mecosta,
Barry,	Gladwin,	Menominee,
Bay,	Gogebic,	Missaukee,
Benzie,	Hilledale,	Montcalm,
Branch,	Houghton,	Montmorency,
Cass,	Huron,	Oakland,
Charlevoix,	Isabella,	Oceana,
Chippewa,	Kalamazoo,	Roscommon,
Clair,	Leelanau,	Schoolcraft,
Clinton,	Luce,	Tuscola,
Dickinson,	Macomb,	Van Buren.

Counties from which no report has been received relative to the distinction between county and township poor:

Alcona,	Gratiot,	Osceola,
Allegan,	Ionia,	Presque Isle,
Baraga,	Iosco,	Sanilac,
Calhoun,	Lake,	Shiawassee,
Cheboygan,	Lapeer,	St. Joseph,
Crawford,	Lenawee,	Wexford.
Delta,	Ogemaw,	

ABSTRACT OF REPORTS.

EXHIBIT A.

*Statements concerning the paupers and indigent persons in Michigan for the years ending June 30, 1896, 1895, 1894, 1893 and 1892.**

	1896.	1895.	1894.	1893.	1892.
<i>Paupers maintained in the poorhouses:</i>					
Average number.....	2,565.06	2,641.80	2,490.55	2,277.12	2,174.77
Whole number.....	4,662	4,967	7,059	5,597	5,110
Number of males.....	2,197	2,308	5,407	4,154	3,743
Number of females.....	1,465	1,298	1,306	1,443	1,367
Number under 16 years of age.....	363	390	854	339	339
Whole number of insane.....	599	572	529	300	408
Average number of insane.....	439.26	430.35	407.10	251.66	291.71
Whole number of idiotic.....	246	223	246	226	249
Average number of idiotic.....	205.88	232.87	212.22	210.30	226.34
Whole number of blind.....	80	64	70	69	70
Average number of blind.....	68.27	56.07	62.22	62.92	62.04
Whole number of mutes.....	41	41	42	26	81
Average number of mutes.....	27.	40.01	36.04	31.65	25.67
Americans.....	2,208	2,220	3,652	2,794	2,520
English.....	228	245	319	275	295
Irish.....	594	696	922	959	814
Scotch.....	111	136	168	125	123
Germans.....	635	631	845	653	616
French.....	125	142	174	104	109
Swedes and Norwegians.....	117	123	126	96	112
Canadians.....	217	229	264	239	223
Negroes.....	76	95	159	77	100
Mulattoes.....	37	22	37	68	15
Indians.....	3	8	9	1	2
Danes.....	7	14	10	21	6
Hollanders.....	101	83	75	44	39
Miscellaneous.....	125	172	167	122	121
Unknown.....	68	182	127	2	9
Totals.....	4,662	4,967	7,059	5,597	5,110
Births.....	26	57	76	59	76
Illegitimate births.....	22	25	62	45	60
Deaths.....	405	331	350	333	365

* For foot-notes see tables in reports for the years named.

ABSTRACT OF THE ANNUAL REPORTS OF

EXHIBIT A.—CONTINUED.

	1896.	1895.	1894.	1893.	1892.
<i>Indigent persons assisted outside the poorhouses:</i>					
Temporarily relieved	58,869	77,659	87,307	42,485	39,753
Number of permanent paupers maintained outside the poorhouses	4,640	4,712	4,230	2,010	2,297
Insane at asylums	1,080	993	867	808	847
Deaf and dumb at School for the Deaf	17	26	28	16	23
Blind at School for the Blind	8	7	13	8	7
Poor persons at other institutions	67	31	261	432	394
Whole number of different persons who have received assistance in any form	68,577	86,410	107,589	50,979	48,212
<i>Expenditures—Totals:</i>					
Whole amount expended in the care and support of the poor	\$1,168,516 71	\$1,129,353 11	\$1,178,405 53	\$932,699 98	\$938,340 66
Whole amount paid from poor fund	880,156 72	861,453 29	883,929 63	674,908 56	670,374 69
Amount paid from other funds	290,985 90	296,947 72	241,517 90	257,121 97	262,664 43
Funds from which paid not reported	17,394 09	949 10	3,955 55	1,774 43	—
<i>Poorhouse and poor-farm expenses, exclusive of interest on capital invested:</i>					
Totals	\$372,730 54	\$325,071 36	\$350,943 78	\$399,667 02	\$324,626 88
Paid to keepers	\$40,298 92	\$44,990 17	\$40,559 88	\$42,643 96	\$43,679 74
Clothing purchased	27,089 38	27,490 89	26,646 06	24,972 59	22,526 64
Food purchased	76,389 87	73,481 47	78,189 68	74,004 25	70,441 24
Medical attendance and medicines	17,295 81	23,030 08	15,291 53	15,337 03	18,065 91
Funeral expenses	2,561 51	2,323 92	2,343 94	2,223 04	3,275 88
Transportation of paupers to and from the poorhouses	1,952 98	2,542 36	2,368 18	2,108 43	3,451 46
Furniture purchased	9,181 87	8,085 08	8,845 34	5,570 23	5,061 35
Labor hired in poorhouses	26,660 04	22,024 81	24,433 35	19,479 18	17,438 51
Miscellaneous poorhouse expenses	33,924 11	29,101 42	30,280 40	26,968 88	26,016 63
Farms purchased	175 00	175 00	1,000 00	1,575 00	1,915 35
Buildings erected	77,950 60	26,433 06	55,114 18	28,547 06	62,069 95
Buildings repaired	12,062 86	20,560 53	14,740 48	14,841 53	10,775 33
Improvement of farms	7,192 92	7,708 74	10,308 60	6,993 19	8,906 53
Stock purchased	5,336 06	2,957 53	3,637 68	5,067 33	2,750 46
Farm implements purchased	2,563 71	3,114 96	3,129 56	4,505 16	3,741 05
Hay, grain and seed purchased	9,982 31	8,986 23	6,781 82	5,667 68	6,365 91
Labor hired on farms	12,315 12	18,403 73	14,359 35	12,066 83	12,943 06
Miscellaneous expenses	8,578 70	10,036 98	12,368 81	7,141 73	6,908 30
Average cost of each pauper in the poorhouses within the year	\$80 17	\$65 65	\$49 72	\$38 48	\$63 53
Average cost per week of each pauper maintained in the poorhouses during the year	2 79	2 37	2 71	2 50	2 73
Average cost per week of each pauper after deducting value of farms purchased and buildings erected	2 22	2 18	2 27	2 25	2 21

EXHIBIT A.—CONCLUDED.

	1896.	1895.	1894.	1893.	1892.
<i>Expenditures for temporary relief outside the poorhouses:</i>					
Totals.....	\$569,865 93	\$625,327 87	\$607,028 78	\$487,834 83	\$416,104 56
Medical attendance and medicines.....	\$106,619 88	\$97,799 70	\$90,551 50	\$83,985 87	\$81,792 98
Funeral expenses.....	22,801 59	21,730 85	21,574 73	17,573 28	18,402 26
Food purchased.....	279,376 16	\$30,792 51	357,809 31	\$18,047 47	199,657 27
Fuel purchased.....	74,509 75	82,548 63	78,288 43	68,121 16	49,097 88
Clothing purchased.....	26,843 76	23,331 65	21,151 99	18,234 24	18,015 02
Miscellaneous expenditures.....	44,928 98	49,610 90	26,312 67	24,094 83	36,643 99
Transportation (anywhere except to and from poorhouses and to and from public institutions).....	15,075 84	19,543 61	15,809 15	13,328 48	13,492 16
Cost of maintaining permanent paupers outside of poorhouses.....	\$30,892 91	\$35,497 89	\$39,154 63	\$31,467 65	\$39,231 27
<i>Other expenditures:</i>					
Totals.....	\$202,579 53	\$202,707 99	\$181,722 46	\$164,680 47	\$153,978 42
Paid superintendents of the poor.....	\$45,794 15	\$44,768 47	\$39,951 14	\$37,268 26	\$37,210 66
Paid supervisors.....	15,101 61	17,817 68	19,545 74	5,775 47	5,212 90
Paid justices of the peace.....	688 56	402 19	120 92	2,299 66	325 16
Paid directors of the poor.....	3,492 46	8,090 35	7,623 03	8,054 60	3,313 23
Paid for transportation to and from and support of insane at asylums.....	181,406 10	126,339 71	106,224 00	103,424 18	108,702 06
Paid for transportation to and from and support of deaf and dumb at School for the deaf.....	472 96	590 88	830 40	859 77	602 40
Paid for transportation to and from and support of blind at School for the Blind.....	339 69	115 78	230 64	235 03	44 19
Paid for transportation to and from and support of poor persons at other institutions.....	1,284 00	2,400 68	3,780 33	4,106 91	3,161 79
Miscellaneous.....	1,697 25	3,416 36	2,061 69		
Value of pauper labor (estimated).....	\$6,385 00	\$6,915 00	\$7,311 00	\$6,465 00	\$7,241 75
Value of farm products (estimated).....	64,427 55	75,665 35	74,145 88	73,497 98	73,007 40
Value of farm products sold.....	10,470 93	13,784 64	14,711 83	14,069 31	15,510 52
Per cent of value of farm products to capital invested in farms and appurtenances.....	6.03	6.98	6.74	7.24	7.45
Total value of farms and appurtenances.....	\$1,163,300 26	\$1,152,302 39	\$1,128,596 10	\$1,089,053 65	\$1,013,027 55
Value of farms and buildings.....	\$1,070,725 92	\$1,053,925 00	\$1,028,590 00	\$979,533 00	\$914,663 00
Value of live stock.....	44,527 35	45,531 50	51,711 25	51,465 82	48,414 00
Value of farm implements.....	23,343 65	24,568 15	25,210 15	24,452 26	23,001 00
Value of all other property.....	29,703 34	29,227 73	33,083 70	38,607 58	31,949 55
Interest at seven per cent on capital invested in farms and appurtenances.....	\$31,781 02	\$30,661 17	\$29,701 66	\$26,234 11	\$21,261 88

TABLE I.

Showing, for the State and counties, the average number, the whole number, the number of each sex, and the number under 16 years of age, of paupers maintained in the poorhouses; and of these the whole number and the average number that are insane, idiotic, blind and mute, for the year ending June 30, 1896.

Paupers maintained in the poorhouses.													
State and counties.	Average number.	Whole number.	Number of males.	Number of females.	Number under 16 years of age.	Insane.		Idiotic.		Blind.		Mute.	
						Whole number.	Average number.	Whole number.	Average number.	Whole number.	Average number.	Whole number.	Average number.
State	a 2,565.06	4,662	3,197	1,465	363	599	b 430.26	236	205.28	80	c 68.27	41	c 37
Alcona	4.45	8	5	3	1	—	—	3	3.	—	—	—	—
Alcona ¹	—	—	—	—	—	—	—	—	—	—	—	—	—
Alcona ²	88.90	96	55	41	13	9	8.23	3	2.	3	2.	1	1
Alcona ³	13.66	30	17	13	—	—	—	—	—	—	—	—	—
Antrim	10.67	19	13	6	2	—	—	2	2.	1	1.	—	—
Arenac ¹	—	—	—	—	—	—	—	—	—	—	—	—	—
Baraga ¹	—	—	—	—	—	—	—	—	—	—	—	—	—
Baraga ²	21.	34	26	8	4	—	—	2	2.	1	1.	—	—
Bay	35.36	50	38	12	—	—	—	—	—	—	—	—	—
Benzie ³	—	—	—	—	—	—	—	—	—	—	—	—	—
Berrien	39.36	57	37	20	4	10	6.19	9	7.	1	1.	1	1
Branch	44.	87	30	57	7	6	2.50	2	2.	2	1.50	—	—
Calhoun	70.	91	63	28	4	10	10.	2	2.	4	4.	1	1
Cass	41.	77	49	28	21	24	14.	12	12.	—	—	2	3
Charlevoix ⁴	11.	11	7	4	—	1	1.	—	—	—	—	—	—
Cheboygan ⁴	13.	50	44	6	5	2	.64	—	—	—	—	1	1
Chippewa	14.	26	28	8	2	—	—	—	—	—	—	—	—
Clare	5.17	17	10	7	4	—	—	—	—	—	—	—	—
Clinton	36.13	53	27	26	9	4	3.57	8	7.25	3	2.06	1	1
Crawford .....	.80	9	8	1	—	—	—	—	—	—	—	—	—
Delta	10.	24	21	3	1	—	—	—	—	—	—	—	—
Dickinson ¹	—	—	—	—	—	—	—	—	—	—	—	—	—
Easton	37.	45	30	15	3	—	—	4	2.	3	2.	—	—
Emmet	2.	5	5	—	—	—	—	—	—	—	—	—	—
Genesee	51.	87	56	31	9	3	3.	10	8.	1	1.	1	1
Gladwin	3.50	8	7	1	—	—	—	—	—	—	—	—	—
Gogebic	—	9	9	—	—	—	—	—	—	—	—	—	—
Grand Traverse	—	20	17	3	2	—	—	—	—	—	—	—	—
Gratiot	31.25	48	36	22	4	9	3.33	3	2.50	2	1.50	—	—
Hilldale	45.	74	46	28	7	9	8.25	3	3.	1	1.	1	1
Houghton	48.	91	68	23	16	4	4.	1	1.	1	1.	—	—
Huron	14.67	26	13	13	—	—	—	1	1.	—	—	1	1
Ingham	31.	46	26	20	4	2	2.	4	4.	4	4.	—	—
Ionia	49.72	65	38	29	2	3	3.	8	8.	2	2.	1	1
Iosco	13.20	15	11	4	—	3	—	1	1.	1	1.	—	—

1 No poorhouse.

2 Report for year ending September 30, 1896.

3 Probably no poorhouse.

4 Building used as poorhouse is not owned by county.

a Exclusive of Gogebic and Grand Traverse counties, which do not report averages.

b Exclusive of Iosco and Montcalm counties, which do not report averages.

c Exclusive of Sanilac county, which does not report average.

TABLE II.

Showing, for the State and counties, the nationalities of the paupers maintained in the poorhouses during the year ending June 30, 1896.

State and counties.	Americans.*															Totals.
State.....	2,308															4,062
Alcona.....	2															2
Allegan.....	70	2	1	1	6	3	1					11				94
Alpena.....	8	1	2	1	6	6								2		26
Antrim.....	13		1	1	2	2			1					2		19
Barry.....	23	3	5		3				1							34
Bay.....	6	10	6	6	9	11	1							1		50
Benzie.....	29	1	5	1	8		1			1				1		37
Branch.....	44	5	7	2	5	2		2								57
Calhoun.....	64	1	7	4	8	1			6							81
Cass.....	54		8		1		2		3	14						77
Charlevoix.....	3	3			1	1	3									11
Cheboygan.....	18	5	4	2	10	5		4		2						39
Chippewa.....	9	6	5	1	2	3	2	5						3		28
Clare.....	7	2	4	2	2											17
Clinton.....	33	1			2	1		1								38
Crawford.....	2			1		2	1	2		1						9
Delta.....	4	1	5	3	1		4	5						1		24
Easton.....	23	6	8	2	8			4								43
Emmet.....	1	1	1		2			1								5
Genesee.....	64	8	10		8	1		1	4					1		87
Gladwin.....	3	2				1		2								8
Gogebio.....		1	2	1		1	2							3		9
G'd Traverse.....															20	20
Gratiot.....	34	4	3			1	1	3		1				1		43
Hilldale.....	70	1	2						1							74
Houghton.....	15	6	19	3	19		5	5						10		61
Huron.....	11	1	4	2	1			4						3		26
Ingham.....	28	3	5		5	1				1					3	46
Ionia.....	49	1	7		7									1		65
Iosco.....	6	1		2	1		1	4								15
Iron.....	1	1	3	1	4	2	6							3		20
Isabella.....	21	1	9		1	1		3		1						27
Jackson.....	44	2	3	2	4	1			5							61
Kalamazoo.....	46	7	6	1	10			2		2		12				78
Kent.....	131	9	21	4	18	1	1	1	4			1	64	3		243
Keweenaw.....		1	1			1										3
Lake.....	8		1	1	1	2										13
Lapeer.....	29	6	2	1	3			19								60
Lansing.....	54	1	6		11			1	1							74
Livingston.....	23	1	3		3		3					1				34
Luce.....	4	3	6		4	1		1						4		26
Mackinac.....	1		1		1		1	1								5
Macomb.....	35	2	2		16	3		2							60	120
Manistee.....	23	2	7		17	4	29	3						1		69
Marquette.....	6	1	15	1	7	8								11		56

* Includes all whites born in the United States.

† Includes only those in whom there appears no white blood.

‡ Includes all those in whom there appears a mixture of white and negro blood.

§ Polanders 47, Bohemians 6, Prussians 1, halfbreed Indians 6, Italians 9, Finlanders 27, Russians 4, Austrians 1, Swis 5, Hungarians 2, Bavarians 1, Belgians 7, Welsh 2, Hebrews 7.

Counties.	Americans.*	English.	Irish.	Scotch.	German.	French.	Swedes and Norwegians.	Canadians.	Negroes.†	Mulattoes.‡	Indians.	Danes.	Hollanders.	Miscellaneous.	Unknown.	Totals.
Mason.....	7		3		5	3	3	1						1		23
Macosta.....	17	2	10		6	3	3	15	2	1	1					57
Menominee.....	7		4	2	7	1	3	4					1	5		30
Midland.....	14	1	3	1		1	1							2		23
Miswaukee.....	3		2		1	1										12
Monroe.....	23	1	4		25	19		1						1		69
Montcalm.....	43	5	6	2	6			5	1			4				77
Muskegon.....	43		11	2	3	1	3						6			71
Newaygo.....	13	1	2	1	1		4									27
Oakland.....	43	2	3	2	9			2	3	3						76
Oceana.....	23		3	1	6		4									45
Ogemaw.....	20	4	10	3	4			13								57
Ontonagon.....	1	2	1	2		1	2									9
Oscoda.....	15		1	1	3		1	3								25
Otsego.....	3		13	1	1	1		1								20
Ottawa.....	23	7	4	1	14		1						15			65
Saginaw.....	50	4	39	2	34	1	3	14								117
Sanilac.....	13	3	4	4	3	1		10								35
Schoolcraft.....	3	1	4	2	3	3	5	1								26
Shiawassee.....	43	1	5	1	5		1	2	1					1		63
St. Clair.....	45	3	15	5	3	3										84
St. Joseph.....	41		2		3			1								49
Tuscola.....	43		1	1	1			15				1				65
Van Buren.....	53	2	2	1	1		3			2						65
Washtenaw.....	49	6	10		19			3		7				1		95
Wayne.....	350	65	237	25	253	34	4	43	44	2			2	59		1,118
Wexford.....	21						3									24

* Includes all whites born in the United States.

† Includes only those in whom there appears no white blood.

‡ Includes all those in whom there appears a mixture of white and negro blood.

TABLE III.

Showing, for the State and counties, the total number of births, the number of illegitimate births, and the number of deaths at the poorhouses; the number of persons temporarily relieved, and the number permanently maintained outside the poorhouses; the number supported at public institutions, and the whole number of different persons who have received assistance in any form, for the year ending June 30, 1896.

State and counties.	Whole number of births and deaths at the poorhouses.			Number of persons temporarily relieved outside the poorhouses.	Number of permanent paupers maintained outside the poorhouses.	Whole number of poor persons supported at public institutions.				Number of different persons who have received assistance in any form during the year.
	Births.	Illegitimate births.	Deaths.			Inane at asylums.	Deaf and dumb at school for the Deaf.	Blind at School for the Blind.	Poor persons at other institutions.	
State	36	23	405	55,859	4,640	1,050	17	8	67	68,577
Aleonsa				20		6			1	27
Algar				80		1				21
Allegan			5	1,187	7	27				1,277
Alpena				530		9				619
Antrim			2	118		11				127
Arenas				63	3	4				75
Baraga				89		2	1			91
Barry			4	414	13	20				430
Bay			6	2,982	211	22		1	1	2,978
Benzie				229		5				234
Berrien			7	457		42				556
Branch			10	258	7	16			1	249
Calhoun			15	1,261	1,419	27	1		2	2,725
Cass			4	709		12				726
Charlevoix			1	125	25	3				136
Cheboygan			2	567	100	11			1	729
Chippewa	1		1	63	4					102
Clare			1	192		4			1	214
Clinton			2	400		12			7	420
Crawford			4	50		2				59
Delta	1	1	1	105	122	17			17	293
Dickinson				522	317	12	2	1		855
Eaton	1		5	490	8	25			2	576
Emmet			1	29	10	7				51
Genesee			9	1,055	45	14				1,234
Gladwin	1		1	210						218
Gogebic			3	269	4				1	275
Grand Traverse				54						74
Gratiot			5	202		17				267
Hilledale	2	1	10	568	6	27				675
Houghton	2	2	10	640	639	19				1,439
Huron			2	696		12				734
Ingham	1		1	976		29				1,051
Ionia	2	2	2	687	81				c	732
Iosco			2	93		20				125
Iron			4	275	56					345
Isabella			2	928	1	6			3	975
Jackson	1	1	8	916	60	27		2	7	1,076
Kalamazoo	1	1	7	2,466		24				2,576
Kalkaska				157		1				158

a Estimated.

b Includes only heads of families.

c Report shows an expense (see Table X), but number of persons is not reported.

TABLE IV.

The assigned causes of pauperism, so far as they are reported, of the inmates of the poorhouses, 1896.

Causes of pauperism.	No.	Causes of pauperism.	No.
Intemperance.....	60	Rheumatism.....	54
Opium habit.....	1	Epilepsy.....	53
Dissipation.....	4	Fits.....	8
Seduction.....	1	Paralysis.....	72
Prostitution.....	9	Rickets.....	1
Veneral diseases.....	1	Insanity.....	120
Syphilis.....	6	Kidney disease.....	4
Masturbation.....	4	Spinal disease.....	1
Stricture.....	1	General debility.....	2
Lewdness.....	4	St. Vitus' dance.....	9
Trampe.....	64	Scrofula.....	5
Incorrigible.....	6	Skin diseases.....	1
Idleness.....	12	Tumor.....	2
Imprisonment of fathers.....	5	Cancer.....	7
Imprisonment of mothers.....	2	Abscess.....	1
Old age.....	530	Ulcers.....	3
Old age and sickness.....	4	Felon.....	2
Incompetency.....	26	Appendicitis.....	1
Pregnancy.....	11	Peritonitis.....	1
Confinement.....	7	Diarrhea.....	2
Children.....	114	Piles.....	1
Orphanage.....	14	Hernia.....	7
Homelessness.....	155	Erysipelas.....	2
Desertion by husbands.....	6	Measles.....	1
Desertion by fathers.....	5	Sore eyes.....	1
Desertion.....	19	Sore limbs.....	10
Assaulted by husbands.....	1	Broken limbs.....	21
Widowhood.....	3	Broken back.....	1
Idiocy.....	416	Frozen.....	1
Being crippled.....	127	Frozen limbs.....	14
Being deaf, dumb and blind.....	1	Loss of limbs.....	12
Being deaf and dumb.....	7	Being burned.....	5
Being dumb.....	12	Injuries.....	10
Deafness.....	4	Accidents.....	1
Blindness.....	66	San stroke.....	2
Sickness.....	252	Gun shot wound.....	2
Typhoid fever.....	6	Hydrophobia.....	1
Fever sore.....	1	Sent to State Public School.....	2
Lagrippe.....	2	Returned from State Public School.....	2
Consumption.....	22	Sent to Home for Feeble Minded.....	1
Diseases of lungs.....	2	Captured by Indians.....	1
Asthma.....	5	Being out of employment.....	65
Bronchitis.....	1	Transportation.....	12
Dropsy.....	5	Nursing inmates.....	1
Heart disease.....	8		

TABLE V.

The assigned causes of indigency, so far as they are reported, of families, and persons not members of any family, relieved outside of the poorhouses, 1896.

Causes of indigency.	No.	Causes of indigency.	No.
Intemperance.....	186	Fever.....	28
Opium habit.....	2	Typhoid fever.....	44
Disipation.....	12	Scarlet fever.....	8
Prostitution.....	1	Fever sore.....	4
Syphilitic.....	1	Measles.....	4
Lewdness.....	2	Dropsy.....	9
Rape.....	1	Heart disease.....	2
Unfortunate.....	2	Rheumatism.....	73
Bastardy.....	1	Epilepsy.....	21
Tramps.....	2,178	Fits.....	4
Incorrigible.....	2	Paralysis.....	23
Truancy.....	1	Apoplexy.....	5
Laziness.....	234	Insanity.....	237
Widowhood.....	2,227	Brain trouble.....	5
Desertion by husbands.....	219	Kidney disease.....	6
Desertion by wives.....	9	Bright's disease.....	2
Desertion.....	227	Liver complaint.....	1
Imprisonment.....	8	Diabetes.....	1
Imprisonment of husbands.....	70	Hip disease.....	2
Imprisonment of fathers.....	4	Cancer.....	7
Pregnancy.....	1	Abscess.....	2
Confinement.....	14	Blood poisoning.....	2
Old age.....	1,450	Felon.....	7
Old age and sickness.....	39	Diarrhea.....	1
Old soldiers.....	2	Piles.....	1
Orphanage.....	20	Erysipelas.....	4
Children.....	11	Hernia.....	14
Homelessness.....	3	Sore eyes.....	6
Large families.....	61	Sore limbs.....	11
Idiocy.....	24	Attempted suicide.....	1
Incompetency.....	105	Accidents.....	19
Veneral debility.....	12	Injuries.....	40
Being deaf and dumb.....	2	Gun shot wound.....	10
Being dumb.....	6	Loss of limbs.....	22
Deafness.....	2	Broken limbs.....	51
Blindness.....	128	Being crippled.....	267
Death.....	204	Frozen limbs.....	1
Sickness.....	4,062	Being burned.....	2
Lagrippe.....	7	Sun stroke.....	1
Consumption.....	62	Cyclone sufferers.....	15
Lung fever.....	12	Transportation.....	45
Asthma.....	3	Being out of employment.....	1,267
Diphtheria.....	42	Loss of property.....	24
Neuralgia.....	1	Sent to State Public School.....	1

TABLE VI.

Showing, for the State and counties, the whole amount expended in the care and support of the poor, the amounts paid from the poor funds and the amounts paid from all other funds, for the year ending June 30, 1896.

State and counties.	Whole amount expended.	Paid from poor funds.	Paid from other than poor funds.	Funds from which paid not reported.
State	\$1,168,516 71	\$360,186 72	\$290,935 90	\$17,294 09
Alcona	\$3,063 80	\$2,331 71	\$731 09	
Alger	2,058 08			\$2,058 08
Allegan	16,408 09	12,055 81	4,347 28	
Alpena	8,375 68	6,711 73	1,663 91	
Antrim	10,301 05	8,794 80	1,506 25	
Arenac	1,502 60	1,373 84	128 76	
Baraga	4,045 77	3,414 33	631 45	
Barry	7,404 95	5,453 73	1,951 14	
Bay	21,007 13	15,626 62	7,390 51	
Benzie	5,488 50	4,316 48	1,232 02	
Benzie				
Berrien	13,765 21	6,114 76	7,650 55	
Branch	11,143 58	8,843 91	2,299 67	
Calhoun	34,371 69	30,433 46	3,938 23	
Cass	14,292 88	12,380 14	2,053 74	
Charlevoix	5,334 98	3,779 98	1,445 00	
Cheboygan	10,137 70	7,931 85	2,195 85	
Chippewa	7,620 59	6,630 59	1,000 00	
Clare	2,785 25	2,195 10	540 25	
Clinton	14,315 62	12,335 06		1,980 96
Crawford	1,198 86	949 06	244 80	
Delta	10,074 21	8,392 45	1,781 76	
Dickinson	18,309 29	15,351 90	2,427 39	
Eaton	7,354 07	4,943 55	2,411 52	
Emmet	3,535 31	1,530 76		1,017 45
Genesee	21,365 98	19,065 98	2,299 00	
Gladwin	1,840 00	1,633 50	207 50	
Gogebie	10,513 73	9,513 73	1,000 00	
Grand Traverse	3,125 08	3,083 58	163 50	
Gratiot	9,130 75	6,973 88	2,445 92	
Hillsdale	10,808 04	6,676 89	4,127 15	
Houghton	26,311 93	26,311 93		
Huron	7,595 83	6,110 20	1,485 62	
Ingham	11,413 64	5,401 15	6,013 49	
Ionia	8,169 44	7,799 44	370 00	
Iosco	9,972 21	7,437 90	2,534 22	
Iron	4,211 78	2,542 01		1,669 77
Isabella	9,800 85	8,331 98	1,478 40	
Jackson	18,449 08	12,083 27	6,365 76	
Kalamazoo	20,736 80	18,618 13	2,107 68	
Kalkaska	3,143 64	2,746 43	397 22	
Kent	68,007 04	51,317 87	16,689 17	
Keweenaw	3,323 33	904 36	2,393 97	
Lake	3,125 05	3,125 05		
Lapeer	10,635 92	8,457 89	2,235 63	
Leelanau	3,696 54	2,343 30	1,453 24	
Lenawee	22,355 90	16,765 78	5,490 21	
Livingston	5,605 03	4,100 01	1,505 01	
Luce	1,239 91	665 06	564 86	

a Exceeds the correct sum of the amounts given in first column of Table VII, the first and last columns of table IX, and the first column of table X by \$1,887.13.

TABLE VI.—CONCLUDED.

Counties.	Whole amount expended.	Paid from poor funds.	Paid from other than poor funds.	Funds from which paid not reported.
Mackinac.....	\$1,466 32	\$1,151 32	\$315 00	-----
Macomb.....	11,976 19	10,099 13	1,877 06	-----
Manistee.....	16,642 86	14,801 49	1,841 37	-----
Marquette.....	55,850 42	47,874 31	7,976 11	-----
Mason.....	a 8,275 46	4,960 30	3,325 16	-----
Mecona.....	8,491 49	5,998 73	2,497 76	-----
Menominee.....	18,868 02	15,063 19	3,794 83	-----
Midland.....	2,780 92	1,622 17	1,158 75	-----
Missaukee.....	3,841 04	3,006 52	835 52	-----
Monroe.....	7,526 41	7,526 41	-----	-----
Montcalm.....	14,193 21	11,280 31	2,913 00	-----
Montmorency.....	2,134 95	1,979 35	155 60	-----
Muskegon.....	30,304 45	11,553 70	18,450 75	-----
Newaygo.....	7,474 02	5,005 64	2,468 38	-----
Oakland.....	15,482 45	10,110 87	5,371 58	-----
Oceana.....	7,466 05	-----	-----	\$7,466 05
Ogemaw.....	1,353 66	1,329 61	554 05	-----
Ontonagon.....	4,120 79	3,970 79	250 00	-----
Oscoda.....	5,521 12	4,285 54	1,235 59	-----
Otsego.....	2,904 30	2,251 22	653 08	-----
Ottawa.....	12,965 82	10,210 92	2,654 90	-----
Presque Isle.....	368 08	-----	-----	368 08
Roscommon.....	1,576 56	1,322 69	247 87	-----
Saginaw.....	26,081 54	7,610 44	18,471 10	-----
Sanilac.....	7,846 97	5,960 84	1,886 13	-----
Schoolcraft.....	7,925 85	5,438 59	-----	2,486 77
Shiawassee.....	12,845 84	12,589 24	256 60	-----
St. Clair.....	20,758 78	25,006 29	4,753 47	-----
St. Joseph.....	11,226 85	10,988 85	-----	237 00
Tuscola.....	10,545 32	8,564 99	1,980 33	-----
Van Buren.....	12,961 98	12,561 98	400 00	-----
Washtenaw.....	12,011 78	7,902 16	4,109 62	-----
Wayne.....	246,350 07	185,035 73	61,294 34	-----
Wexford.....	7,522 77	5,614 44	1,908 33	-----

a Exceeds the correct sum of the amounts given in first column of Table VII, the first and last columns of Table IX, and the first column of Table X by \$1,587.13.

TABLE VII.—*Showing, for the State and counties, the poorhouse*

Number.	State and counties.	Totals of poorhouse and poor-farm expenses.	Poorhouse expenses.					
			Paid to keepers.	Clothing purchased.	Food purchased.	Medical attendance and medicines.	Funeral expenses.	Transportation of paupers to and from the poorhouses.
			1.	2.	3.	4.	5.	6.
	State	\$373,730 54	\$40,328 92	\$37,080 28	\$76,289 57	\$17,226 81	\$3,561 51	\$1,953 95
								\$9,181 87
1	Alcona	\$874 02	-----	\$51 75	\$710 90	-----	-----	\$12 80
2	Allegan	4,741 28	\$452 50	551 75	849 59	\$404 45	\$47 00	84 57
3	Alpena	2,917 80	600 00	-----	b 1,456 27	440 00	45 00	-----
4	Antrim	4,051 15	500 00	129 75	351 75	100 00	27 50	5 00
5	Barry	2,402 84	400 00	206 28	355 40	101 15	16 00	25 00
6	Bay	2,825 23	700 00	423 25	568 55	125 20	216 56	14 75
7	Berrien	4,406 24	700 00	371 43	385 87	151 25	-----	23 80
8	Branch	3,524 80	500 00	599 52	567 55	106 43	91 00	17 25
9	Calhoun	11,846 62	600 00	2,518 44	4,888 90	356 21	180 00	97 57
10	Cass	2,271 15	537 57	336 08	396 52	105 19	27 00	24 15
11	Charlevoix	2,180 00	c 560 00	75 00	1,700 00	300 00	20 00	15 00
12	Cheboygan	2,556 76	-----	164 22	1,074 25	192 25	28 00	58 57
13	Chippewa	2,976 17	c 555 53	205 77	442 20	257 50	-----	-----
14	Clare	1,126 84	c 837 04	40 19	694 71	146 75	12 50	-----
15	Clinton	2,901 80	700 00	495 52	666 98	284 54	32 00	-----
16	Crawford	806 20	c 150 00	8 95	-----	97 00	45 00	5 25
17	Delta	828 75	800 00	58 35	216 50	-----	19 00	38 85
18	Eaton	2,447 08	800 00	269 04	428 04	135 50	43 50	32 00
19	Emmet	577 85	c 237 04	32 37	-----	-----	-----	-----
20	Genesee	2,967 17	-----	258 08	321 63	211 81	20 00	41 00
21	Gladwin	707 14	-----	36 25	406 11	123 50	-----	5 00
22	Gogebic	557 07	558 37	-----	-----	-----	66 00	-----
23	G'd Traverse	1,207 12	c 998 37	94 71	-----	153 04	-----	9 50
24	Gratiot	3,068 68	1,000 00	253 61	566 47	108 90	65 00	-----
25	Hillsdale	2,667 59	1,200 00	215 56	333 93	6 00	24 50	73 76
26	Houghton	6,978 30	750 00	742 00	2,598 49	1,105 26	101 00	57 75
27	Huron	2,127 17	400 00	125 05	280 61	116 86	3 00	9 25
28	Ingham	3,802 90	500 00	379 45	518 01	263 60	27 00	6 51
29	Ionia	2,275 66	720 00	280 70	400 87	67 88	-----	21 00
30	Iosco	2,242 30	-----	87 70	2,164 70	e 6 00	-----	1 50
31	Iron	2,542 01	540 00	32 31	454 20	400 00	57 00	-----
32	Isabella	1,684 14	505 00	161 40	174 59	44 25	21 75	19 95
33	Jackson	4,842 10	775 00	557 03	611 38	70 00	17 00	13 90
34	Kalamazoo	3,595 47	600 00	234 13	925 31	128 79	23 20	16 00
35	Kent	12,736 52	1,000 00	1,790 61	3,600 62	656 94	93 50	24 80
36	Keweenaw	611 57	504 00	16 57	-----	55 00	-----	-----
37	Lake	1,225 42	600 00	10 74	98 40	44 70	4 00	21 70
38	Lapeer	3,915 02	650 00	423 12	704 23	386 57	57 50	40 10
39	Leawee	4,809 59	1,300 00	411 40	570 64	125 00	-----	59 20
40	Livingston	2,461 25	525 00	521 96	584 92	76 45	79 00	-----
41	Luce	468 72	181 00	-----	174 22	6 00	20 00	-----
42	Mackinac	364 50	c 127 10	-----	86 06	-----	-----	47 54
43	Macomb	5,465 78	675 00	390 91	785 68	361 25	24 00	53 60
44	Manistee	3,263 59	800 00	493 14	1,767 99	283 15	35 00	-----
45	Marquette	4,613 98	f 900 00	253 65	1,521 74	333 05	45 00	5 48

a Exceeds the sum of the expenditures as itemized by \$1,120.22.

b Includes amount paid for clothing.

c See Schedule A.

d Interest on mortgage.

e Included in temporary relief.

f Keeper, \$800; matron, \$300.

, 1896.

see.				Number.
im- m- en- t- d.	Hay, grain and seed pur- chased.	Labor hired.	Miscella- neous.	
	17.	18.	19.	
	79,932 21	\$12,315 12	\$8,578 70	
	328 19	\$529 13	\$33 75	1
			29 50	2
	14 52	188 91	39 25	3
	8 25	174 11		4
			51 37	5
	96	118 51	199 08	6
		408 73	375 17	7
	86	152 49	199 54	8
	9	616 20		9
	)	266 39	230 76	10
				11
				12
			225 15	13
				14
		117 15	188 74	15
				16
			6 75	17
			30 00	18
		16 30		19
				20
				21
				22
				23
		70		24
		40	88 78	25
				26
			160 70	27
			84 60	28
			59 93	29
				30
			34 95	31
			124 50	32
			164 15	33
			155 80	34
			194 61	35
				36
				37
			46	38
			20	39
			30	40
				41
				42
				43
				44
				45

TABLE VII.—CONCLUDED.

Number.	Counties.	Totals of poorhouse and poor-farm expenses.	Poorhouse expenses.						
			Paid to keepers.	Clothing purchased.	Food purchased.	Medical attend- ance and medi- cines.	Funeral expenses.	Trans- porta- tion of paupers to and from the poor- houses.	Furni- ture pur- chased.
46	Mason	a \$2,955 88	\$500 00	\$74 14	\$270 00	\$129 85	\$24 25	\$8 03	\$48 40
47	Mecosta	1,724 95	500 00	118 06	254 10	165 00	76 00	14 82	-----
48	Menominee	4,080 55	b	94 05	2,297 43	1,044 95	-----	59 61	-----
49	Midland	1,260 00	433 29	78 80	157 36	155 47	25 00	7 55	9 5
50	Missaukee	1,394 37	b	121 50	850 89	311 48	-----	19 00	-----
51	Monroe	4,227 55	600 00	394 44	572 41	327 87	62 06	50 05	-----
52	Montcalm	3,152 65	700 00	284 79	249 27	269 86	125 00	13 00	12 30
53	Manitowish	2,473 96	497 50	118 81	516 43	25 23	54 00	3 50	-----
54	Newaygo	1,445 00	450 00	95 25	210 50	130 00	25 00	42 00	15 20
55	Oakland	3,638 66	700 00	265 01	630 01	153 85	18 00	32 25	26 94
56	Oceana	2,171 41	600 00	263 48	404 22	49 85	66 00	64 75	17 38
57	Ogemaw	1,329 61	396 70	82 88	325 91	91 65	-----	74 53	4 00
58	Ontonagon	1,497 85	b	5 75	981 74	438 94	28 00	24 50	18 82
59	Oscoda	2,004 38	668 00	117 83	232 51	97 95	10 00	-----	41 91
60	Otsego	2,251 22	340 00	40 86	159 00	100 00	75 00	9 00	-----
61	Ottawa	3,320 85	550 00	269 45	527 94	276 15	64 25	25 58	42 30
62	Saginaw	4,744 84	840 00	468 87	1,089 50	360 48	-----	83 50	26 40
63	Sanilac	2,143 70	412 50	300 00	500 00	100 00	-----	46 50	-----
64	Schoolcraft	2,546 76	500 00	95 04	702 50	608 00	82 50	3 50	55 53
65	Shiawassee	3,043 69	668 75	260 86	473 30	250 15	42 00	23 20	85 75
66	St. Clair	6,485 25	600 00	1,127 18	1,262 96	505 59	9 50	32 85	-----
67	St. Joseph	2,513 70	680 00	381 70	632 36	161 23	29 00	55 70	43 14
68	Tuscola	2,750 88	550 00	268 50	187 02	207 11	57 00	104 59	20 00
69	Van Buren	3,146 47	462 50	277 08	477 12	153 50	13 50	25 95	73 15
70	Washtenaw	3,863 32	600 00	96 15	933 23	102 50	-----	41 05	29 75
71	Wayne	155,151 56	c 2,500 00	6,873 85	24,297 80	1,982 84	-----	54 01	6,283 96
72	Wexford	2,087 09	525 00	102 20	434 43	250 00	14 00	5 00	70 00

a Exceeds the sum of the expenditures as itemized by \$1,129.33.

b See Schedule "A."

c Keeper of poorhouse, \$1,000; superintendent of asylum, \$1,500.

TABLE VII.—CONCLUDED.

Poor-farm expenses.											Number.
Labor hired.	Miscellaneous.	Farms purchased.	Buildings erected.	Buildings repaired.	Improvement of farms.	Stock purchased.	Farm improvements purchased.	Hay, grain, and seed purchased.	Labor hired.	Miscellaneous.	
9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	
			\$122 78			\$29 45	\$38 58	\$150 45	\$379 62		48
\$175 00				\$112 00				80 96	234 00		47
	\$478 41			86 09							45
28 00	68 77			42 20	\$22 07	85 00	5 28	27 98	51 00	\$62 86	49
	82 80			19 05	187 00					8 20	50
365 25	1,065 70					94 16		60 98	543 00	191 74	51
264 55	583 90			87 41		25 00	42 50	211 38	127 80	146 99	52
308 28	275 16			23 15		30 00	160 25	358 67	11 00	111 03	53
104 00				12 50	15 00	11 00	55 00	63 80	106 00	113 25	54
	441 23			934 58		237 00	138 39	50 11	23 00	40 70	55
	316 31			92 44		10 00	55 80		183 75	78 48	56
	44 88				78 24	40 00	13 00	39 69	147 21	26 81	57
8 42	14 68		47 07	1 50	40 47	253 00	4 56	85 28	\$58 75		58
444 00				100 00	81 56	\$09 78		132 02	460 00		59
156 00	370 34			111 97	117 78	135 00	55 22	204 81	199 96	114 04	61
	454 11			200 13	135 48		93 89		198 42	243 13	62
104 00	90 00			183 00	52 00	20 00	20 01	108 70	187 00	100 00	63
106 50	898 89										64
10 00	363 71			77 44	172 40	32 50	77 15	207 25	308 23		65
188 00	590 40		568 00				100 85	78 44	\$91 95	984 72	66
223 75	717 85			70 58	108 24			76 63	226 43	111 90	67
	555 89			343 01		7 00	94 96	73 77	90 00	198 54	68
878 87	164 25			37 84			145 15	292 02	421 06	216 12	69
150 00	811 73			128 66	208 42	24 90	83 20	291 33	390 55	78 77	70
15,978 99	13,227 67		75,091 70	3,915 06	499 23	1,250 75	106 66	372 15	1,260 70	1,472 64	71
482 11	25 46			14 95	30 00		10 00	143 94			72

TABLE VIII.

Showing, for the State and counties, the average cost of each pauper in the poorhouses within the year, and the average cost per week of each pauper maintained in the poorhouses during the year ending June 30, 1896.

State and counties.	Average cost of each pauper in the poorhouses within the year.*	Average cost per week of each pauper maintained in the poorhouses during the year.†	Average cost per week of
State	\$80 17	\$2 79	\$2 22
Alcona.....	\$100 26	\$3 78	
Allegan.....	49 89	1 69	
Alpena.....	97 25	4 11	
Antrim.....	211 84	7 25	
Barry.....	70 67	3 20	
Bay.....	67 31	1 63	
Benriem.....	78 30	3 15	
Branch.....	57 09	1 67	
Calhoun.....	124 89	3 12	
Cass.....	43 48	1 53	
Charlevoix.....	196 36	3 78	
Cheboygan.....	51 14	3 78	
Chippewa.....	68 67	4 00	
Clara.....	66 26	4 19	
Clinton.....	67 37	3 14	
Crawford.....	34 02	7 36	
Delta.....	34 52	1 59	
Eaton.....	80 66	1 37	
Emmet.....	115 57	5 55	
Genesee.....	45 66	1 50	
Gladwin.....	88 39	3 89	
Gogebie.....	78 01	b	
Grand Traverse.....	60 36	b	
Gratiot.....	63 98	1 39	\$1 53
Hillsdale.....	36 32	1 15	
Houghton.....	76 63	3 80	
Huron.....	81 81	3 79	
Ingham.....	71 80	3 56	
Iron.....	35 01	3 33	
Iosco.....	149 53	3 27	
Iron.....	127 10	6 43	
Isabella.....	45 53	1 47	
Jackson.....	79 38	3 46	
Kalamazoo.....	41 31	1 61	
Kent.....	52 41	3 29	
Keweenaw.....	203 86	3 32	

* Computed from the second column in Table I and the first column in Table VII.

† Computed from the first column in Tables I and VII.

‡ Except for "State" only those counties represented that have purchased farms or erected buildings.
 a Exclusive of Gogebie and Grand Traverse counties, from which the average number of paupers was not reported.

b Average number of paupers not reported.

TABLE VIII.—CONCLUDED.

Counties.	Average cost of each pauper in the poorhouses within the year.*	Average cost per week of each pauper maintained in the poorhouses during the year.†	Average cost per week of each pauper maintained in the poorhouses during the year after deducting value of farms purchased and buildings erected.‡
Lake.....	\$94 28	\$3 58	
Lapeer.....	65 25	1 57	\$1 44
Lenawee.....	58 24	1 62	
Livingston.....	101 80	2 66	
Luce.....	18 03	7 39	
Mackinac.....	72 90	14 02	
Macomb.....	45 55	3 50	
Manistee.....	108 29	3 83	3 33
Marquette.....	82 39	2 77	
Mason.....	128 52	4 32	4 14
Mecosta.....	25 75	1 20	
Menominee.....	104 12	6 46	
Midland.....	50 40	1 94	
Missaukee.....	116 20	4 04	
Monroe.....	50 93	1 52	
Montcalm.....	40 94	1 24	
Muskegon.....	34 52	2 38	
Newaygo.....	53 15	1 55	
Oakland.....	49 18	1 54	
Oceana.....	43 25	1 32	
Ogemaw.....	23 33	5 11	
Ontonagon.....	166 42	9 60	
Oscoda.....	80 18	2 41	2 35
Otsego.....	112 56	7 21	
Ottawa.....	47 37	1 39	
Saginaw.....	40 55	1 55	1 48
Sanilac.....	56 41	2 24	2 10
Schoolcraft.....	97 95	4 54	
Shiawassee.....	43 31	1 39	
St. Clair.....	77 21	2 25	2 05
St. Joseph.....	71 71	2 46	
Tuscola.....	40 45	1 39	
Van Buren.....	49 98	1 32	
Washtenaw.....	40 67	1 58	
Wayne.....	138 78	4 61	2 35
Wexford.....	85 71	3 54	

* Computed from the second column in Table I and the first column in Table VII.

† Computed from the first column in Tables I and VII.

‡ Except for "State" only those counties represented that have purchased farms or erected buildings.

TABLE IX.

Showing, for the State and counties, the expenditures for temporary relief and permanent support of indigent persons not in the poorhouses, during the year ending June 30, 1896.

State and counties.	Expenditures for temporary relief.							Cost of maintaining permanent paupers outside the poorhouses.
	Totals.	Medical attendance and medicines.	Funeral expenses.	Food purchased.	Fuel purchased.	Clothing purchased.	Miscellaneous.	
State	\$569,553 93	\$106,519 85	\$22,001 59	\$279,276 16	\$74,509 75	\$36,848 76	\$44,928 98	\$30,892 91
Alcona	\$1,096 23	\$216 50		\$943 87				
Alger	1,508 08	601 99	585 75	702 26	\$13 93	\$47 49	\$58 05	337 95
Algon	5,971 04	1,364 41	301 85	2,318 16	417 81	732 04	238 53	19 55
Alpena	2,315 16	84 00	54 00	2,061 08	60 00		10 00	72 28
Antrim	4,330 78	1,468 18	219 15	1,602 60	70 81	336 63	433 47	108 10
Arenac								35 84
Baraga	1,373 09	597 35	92 00	564 61	8 50	49 60	6 21	68 53
Barry	2,414 33	478 90	20 00				2,367 73	47 70
Bay	2,335 85	532 65	51 25	993 51	239 13	133 50	26 43	29 94
Benzie	d 11,557 63	1,744 45	301 34	7,590 96	558 45	554 22	174 71	616 80
Berrien	4,316 43	1,317 85	133 40	2,336 43	104 70	267 43	73 97	13 73
Branch								
Calhoun	4,790 00	777 94	96 75	347 50	61 16	67 77	3,396 46	53 42
Cass	5,018 11	1,068 60	360 43	1,519 69	749 21	519 85	283 43	175 51
Charlevoix	d 17,370 34	4,619 19	707 75	4,967 43	4,760 70	1,916 66	478 53	478 53
Cheboygan	8,968 99	2,417 09	137 00	4,156 37	974 57	709 99	457 32	96 36
Chippewa	1,599 96	100 00	75 00	500 00	36 00	36 30	757 15	75 00
Clare								
Cleburn	4,063 59	264 30	175 15	2,309 37	49 73	338 17	204 63	246 76
Clinton	2,399 58	576 09	160 10	943 44	1,066 80	30 10	17 50	1,080 00
Crawford	1,086 76	409 93	39 74	389 60	1 65	56 33	53 85	244 84
Delta	8,603 05	2,313 21	286 50	3,438 84	1,170 11	1,308 74	337 15	57 86
Dickinson	604 08	125 75	21 50	404 23	9 00	15 23		
Eaton	2,817 87	1,330 33	805 95	1,260 99	100 54	130 96	57 58	25 20
Emmet	14,231 90	508 60	130 44	831 30	467 08	133 10	f 14,851 90	1,764 85
Genesee	d 1,117 85	261 00	29 80	669 15	48 13	43 39	7 50	89 49
Glenn	14,734 46	2,633 71	480 55	7,345 15	2,670 16	1,009 43	933 49	140 97
Goodwin	935 36	87 60	12 00	721 64	19 00	1,88 86	31 42	15 00
Houghton	3,312 75	1,324 25	318 50	4,618 64	686 60	496 23	401 50	537 00

Grand Traverse	1,215 44	368 86	50 00	913 59	38 50	40 25	183 50	219 67	
Gratiot	2,006 16	1,157 43	112 00	1,869 57	114 00	823 10	81 06	112 92	
Hillsdale	2,922 95	1,064 40	186 00	1,321 76	694 75	245 06	36 10	944 18	11,600 00
Houghton	12,140 73	694 63	268 50	9,394 47	1,043 86	750 00	46 30	118 71	
Huron	3,983 03	1,378 32	157 00	1,965 76	44 67	233 28			
Ingham	4,831 99	521 06	151 00	2,491 49	1,253 75	109 50	139 00	216 10	
Ionia	5,416 20	1,533 01	104 50	2,325 69	863 53	307 32	163 59	126 66	1
Iosco	5,126 09	312 26		4,353 24	77 36	126 49	103 87	177 89	
Iron	1,507 27	191 16	76 50	1,063 81	43 40	59 51	63 50	5 40	
Isabella	6,261 77	1,433 60	418 50	2,319 11	100 44	671 72	154 86	186 55	40 00
Jackson	7,241 17	1,311 01	217 50	2,543 42	1,193 98	107 90	1,572 72	290 64	
Kalamazoo	12,253 09	1,122 20	220 00						

d

Montcalm	2,227 75	425 63	2319 25	10 00	1,250 60	2,512 83			146 25
Montmorency	811 53	153 60	47 01			2,751 70			
Muskegon	4,557 53	550 00	165 50	9 00		2,096 23			61 50
Newaygo	2,704 35	376 00	745 80			4,267 53			
Oakland	6,119 53	414 00							
Oceana	1,890 43	253 13	125 30			513 91	b		
Ogemaw	81 40	13 15	20 25						
Ontonagon	260 00	250 00				955 44			
Oscoda	1,256 59	196 25	112 90						
Otsego	57 00	47 00		50 00					
	2,765 45	475 23	6 25		80 00	2,179 57		27 50	
	19 50	19 50							
	247 57	247 57							
	2,319 41	950 00	55 43		1,314 00				
	1,556 13	50 00	92 00			1,714 09	30 13		
	2,426 77	700 00							
	3,639 11	255 60	302 20			1,700 32	25 45		
	5,471 31	1,450 00	713 54			2,170 31			
	2,375 05	397 00	323 40			2,302 47			
	2,341 23	525 00	257 59			1,690 79			65 39
	625 15	400 00	225 15			1,453 28			
	4,109 62	609 13							
	10,591 79	c 1,000 00	7,057 62	131 17	1,000 00	3,400 50			
	1,483 34	600 00	31 75			825 58			

a of persons supported at public institutions (see Table III), but expense is not reported.
 b of the poor \$500, and superintendent of asylum \$400.
 c

TABLE XI.

Showing, for the State and counties, the estimated value of the paupers' labor; the estimated total value of the products of the poor farms; the value of farm products sold, and the per cent of total value of farm products to capital invested in farms and appurtenances, for the year ending June 30, 1896.

State and counties.	Value of paupers' labor. (Estimated.)	Value of all farm products. (Estimated.)	Value of farm products sold.	Per cent of value of farm products to capital invest- ed in farms and appurtenances.
State	\$6,385 00	\$54,427 55	\$10,470 98	6.08
Allegan.....	\$100 00	\$2,089 08	\$266 41	8.91
Alpena.....		175 00		1.87
Antrim.....		711 80	220 10	6.32
Barry.....	50 00	800 00	40 00	6.59
Bay.....	200 00	1,292 84	124 65	11.86
Benzie.....		1,868 00	80 00	4.54
Branch.....	200 00	800 00	154 00	9.20
Calhoun.....	280 00	880 00	65 00	3.90
Cass.....	125 00	1,200 00	300 00	5.38
Chippewa.....	180 00	1,500 00	129 60	12.00
Clinton.....	75 00	500 00		6.32
Delta.....	150 00	540 80		15.65
Eaton.....	100 00	1,808 00	300 00	6.70
Genesee.....	100 00	650 00		6.97
Gogebic.....		500 00		17.86
Gratiot.....	200 00	1,200 00	83 67	14.46
Hillsdale.....	400 00	1,000 00	113 98	7.68
Houghton.....	800 00	1,000 00		9.85
Huron.....	75 00	450 00	11 54	5.78
Ingham.....			119 56	
Ionia.....	100 00	800 00	200 00	7.17
Iron.....		192 50		4.28
Isabella.....	150 00	1,990 58	682 63	19.45
Jackson.....	250 00	1,800 00	115 19	5.59
Kalamazoo.....	100 00	1,080 85	268 00	8.41
Kent.....	275 00	1,421 80	18 00	2.92
Lake.....		808 50	845 15	18.74
Lapeer.....		1,000 00	100 00	7.73
Lebanon.....	100 00		809 97	
Livingston.....	150 00	705 00	140 58	6.81
Mackinac.....		100 00	85 00	3.92
Macomb.....	200 00	1,060 00	178 00	5.04
Manistee.....	75 00	1,547 15	487 46	4.85
Marquette.....	100 00	200 00		1.50
Mason.....		1,894 81	97 42	15.05
Meosota.....	200 00	1,300 00		20.34
Midland.....	100 00	500 00	280 53	12.06
Monroe.....	200 00	3,050 00	587 59	6.13
Montcalm.....	75 00	519 20		8.54
Muskegon.....	100 00	200 00	100 00	2.59
Newaygo.....		1,150 00	140 00	20.54
Oakland.....	250 00	2,000 00	384 98	9.85
Oceana.....		791 61	158 81	14.14
Ogemaw.....		500 00		10.81
Oscoda.....	50 00	1,480 00	291 21	13.41

TABLE XII.

Showing, for the State and counties, the estimated total value of poor farms and appurtenances, the value of farms and buildings, of live stock, farm implements, and of all other property on such farms, together with interest at seven per cent on capital invested, for the year ending June 30, 1896.

State and counties.	Estimated value of farms and appurtenances.					Interest at seven per cent on capital invested.
	Totals.	Farms and buildings.	Live stock.	Farm implements.	All other property.	
State	\$1,168,300 26	\$1,070,725 92	\$44,527 35	\$23,843 65	\$29,708 24	\$81,781 02
Alcona.....	84,000 00	28,500 00			\$500 00	\$220 00
Allegan.....	23,992 00	20,000 00	888 50	975 00	1,890 50	1,602 44
Alpena.....	10,476 00	10,000 00	275 00	300 00		733 25
Antrim.....	11,254 59	9,650 00	982 25	846 64	235 70	787 52
Arenac.....	1,200 00	1,200 00				84 00
Barry.....	9,102 00	8,000 00	900 00	100 00	100 00	637 08
Bay.....	11,378 00	10,000 00	819 50	558 50		708 46
Berrien.....	20,147 70	25,000 00	890 00	1,400 00	2,267 70	2,110 24
Branch.....	8,700 00	7,800 00	950 00	260 00		609 08
Calhoun.....	21,800 00	20,500 00	900 00	300 00	100 00	1,836 08
Cass.....	22,800 00	20,000 00	1,200 00	600 00	500 00	1,561 00
Chippewa.....	12,500 00	11,000 00	1,600 00	500 00		575 08
Clare.....	2,040 00	2,000 00		40 00		142 29
Clinton.....	7,912 00	7,000 00	428 00	275 00	150 00	552 91
Crawford.....	850 00	750 00			100 00	59 50
Delta.....	2,450 00	2,000 00	300 00	150 00		241 59
Eaton.....	19,330 00	12,000 00	580 00	350 00	600 00	1,267 10
Emmet.....	2,500 00	2,500 00				175 00
Genesee.....	9,900 00	8,000 00	1,000 00	500 00	100 00	696 00
Gladwin.....	4,100 00	4,000 00		100 00		237 00
Gogebic.....	2,800 00	2,800 00				196 80
Grand Traverse.....	1,500 00	1,500 00				105 00
Gratiot.....	8,200 00	7,800 00	500 00	200 00		581 00
Hillsdale.....	12,100 00	12,000 00	900 00	200 00		917 08
Houghton.....	10,700 00	9,000 00	900 00	300 00	500 00	749 00
Huron.....	7,850 00	7,000 00	800 00	250 00		549 50
Ingham.....	16,350 00	15,000 00	700 00	600 00	50 00	1,144 39
Ionia.....	11,150 00	10,000 00	850 00	300 00		760 59
Iosco.....	6,000 00	6,000 00				420 00
Iron.....	4,496 00	4,000 00	800 00	150 00	45 00	314 05
Isabella.....	10,225 00	9,000 00	510 00	250 00	375 00	716 45
Jackson.....	22,250 00	20,000 00	1,250 00	450 00	550 00	2,227 59
Kalamazoo.....	21,700 00	20,000 00	800 00	300 00	600 00	2,219 00
Kent.....	48,729 45	40,600 00	950 00	1,012 00	6,167 45	3,411 05
Lake.....	4,800 00	4,000 00	200 00	150 00		305 20
Lapeer.....	12,900 00	12,000 00	600 00	200 00	100 00	808 80
Leawards.....	29,920 00	28,000 00	720 00	250 00	950 00	2,094 40
Livingston.....	11,178 00	10,000 00	778 00	400 00		782 46
Loce.....	1,085 00	1,000 00	50 00	15 00		74 55
Mackinac.....	2,550 00	2,500 00		50 00		175 50
Macomb.....	20,250 00	18,000 00	800 00	550 00	1,500 00	1,459 50
Manistee.....	22,225 50	21,000 00	1,000 00	575 00	275 50	2,226 59
Marquette.....	12,250 00	12,000 00	850 00	250 00	250 00	899 19
Mason.....	18,568 00	10,000 00	1,115 60	961 91	520 49	981 16

COUNTY SUPERINTENDENTS OF THE P

TABLE XII.—CONCLUDED.

Counties.	Estimated value of farms and appurtenances			
	Totals.	Farms and buildings.	Live stock.	Farm implements.
Mecosta.....	\$5,800 00	\$4,000 00	\$700 00	\$200 00
Menominee.....	10,000 00	10,000 00	-----	-----
Midland.....	8,800 00	3,000 00	500 00	300 00
Missaukee.....	8,000 00	8,000 00	-----	-----
Monroe.....	49,776 40	47,400 00	1,606 50	772 90
Montcalm.....	6,077 00	4,800 00	877 00	250 00
Muskegon.....	6,825 00	6,275 00	800 00	200 00
Newaygo.....	5,600 00	5,000 00	425 00	175 00
Oakland.....	21,400 00	20,000 00	800 00	250 00
Oceana.....	5,600 00	5,000 00	200 00	300 00
Ogemaw.....	4,625 00	4,000 00	400 00	125 00
Ontonagon.....	2,630 00	2,500 00	-----	30 00
Oscoda.....	11,083 70	9,000 00	1,000 00	583 70
Otsego.....	2,720 00	1,000 00	800 00	720 00
Ottawa.....	18,796 00	18,000 00	600 00	196 00
Saginaw.....	\$2,000 00	27,000 00	1,500 00	1,000 00
Sanilac.....	a 8,587 25	a 7,500 00	a 760 00	a 227 25
Shiawassee.....	10,508 00	10,000 00	494 00	150 00
St. Clair.....	22,700 00	19,000 00	1,800 00	500 00
St. Joseph.....	19,320 00	17,000 00	620 00	800 00
Tuscola.....	11,121 00	10,000 00	821 00	200 00
Van Buren.....	21,700 00	18,000 00	2,000 00	700 00
Washtenaw.....	22,400 00	21,000 00	500 00	400 00
Wayne.....	b286,979 67	282,660 92	2,870 00	758 75
Wexford.....	7,060 00	6,000 00	300 00	250 00

a Copied from 1896 report.

b Includes value of Wayne county asylum farm.

SCHEDULE A.

Statement of the superintendents in relation to the condition of the poor-houses and other buildings, the facilities for bathing, warming and ventilating; the treatment, food and clothing of the paupers, the care of the sick, the accommodations for and treatment of, the insane and idiotic, and the education of the children.

Alcona.—The poorhouse and other buildings are located in the township of Harrisville, and their condition is good. There are no special facilities for bathing. The building is warmed by wood stoves, and ventilation is by doors and windows. The paupers are treated very kindly. have very good food and comfortable clothing. The sick are well cared for. Have no special accommodations for the insane and idiotic and no children to educate.

Alger.—No poorhouse nor farm.

Allegan.—The poorhouse is located in the township of Allegan, four and one-half miles north of the village. The farm consists of 160 acres of good land, nearly all of which is well cultivated. The main building is of brick, 40x75 feet, two and one-half stories high, with a stone basement, in which are the cellar, kitchen, pantry and dining room for inmates. The keeper's family use the front rooms in the first and second stories. All the rooms are high and well lighted. The keeper's department and rooms of female inmates are carpeted. Water closets for male and female inmates are in the first story. The buildings are kept well painted. Facilities for bathing are two bath rooms in the first story, with stationary bath tubs, hot and cold water, and in the rooms of inmates washstands, combs, brushes, etc. The buildings are heated by wood furnaces, but the brick building will be supplied with steam heat after this summer. Ventilation is by means of windows, transoms over doors in sleeping rooms, and by ventilating flues in chimneys. The treatment of paupers is reasonably kind and humane, and subject to rules adopted by the superintendents of the poor. Food consists of wheat bread mostly, occasionally graham and corn bread, and butter, fresh or corned beef, fresh or salt pork, vegetables, milk, coffee, tea, etc. In connection with the farm there is a fine large garden, orchard and small fruits. The male inmates are supplied with suitable ready made clothing; that for the females is made under the supervision of the matron. The keeper and matron are required to carefully attend the sick, who are also in charge of one of our most skillful and successful physicians, who visits the inmates at least once each week, and oftener if necessary. There are a few mildly insane, who with the idiotic are cared for in a building built for an insane asylum, which is comfortably heated by a wood furnace. During the day and at meals they are permitted to be with the other inmates. Children are sent to the State Public School unless prevented by being too old, when good homes are found for them

in the county, and provision made that they shall attend school at least four months in each year until sixteen years of age.

Alpena.—[The superintendent's report, location and general condition of the poorhouse and other buildings, "Same as last year," hence we copy.] The poorhouse is located within the corporate limits of the city of Alpena, about one and one-half miles from its center. The building is in very good condition. It is a two-story brick, with high basement under all, which contains laundry, store and vegetable rooms (all with cement floors), two furnaces, two wood, three store, and three cold air rooms, and men's toilet and bath room. The first story contains the keeper's parlor, dining room, hall, closet, toilet room, and the inmates' kitchen, dining room, men's hall, dormitory, sitting room, strong room and three rooms in hospital department. The second story contains three sleeping rooms for the keeper and family, bath room, hall, dormitory, strong room, ladies' sitting room, toilet room and three rooms in hospital department. There are 40 acres of land connected with the building, of which about 25 are under cultivation. Facilities for bathing are good bath rooms, supplied with hot and cold water. At present the building is warmed by two furnaces, but we are putting in a low pressure steam apparatus. The building is ventilated by foul air registers and flues. The treatment of paupers is very good, food plain and clothing comfortable. The sick are well cared for, and attended by the county physician. Have temporary accommodations for the insane and idiotic.

Antrim.—The poorhouse, located in the township of Kearney, one mile from Bellaire, is a two-story frame building. It and the outbuildings are in good condition. We think we now have the best equipped poorhouse in the State. Facilities for bathing are first-class. We have one bath room for the ladies, and one for the men, where hot and cold water can be drawn into the bath tubs at any time. We have a fine system of water works, with plenty of pressure, and good sewerage. The building is warmed by steam, with radiators in every room, which gives good satisfaction. Good ventilation is secured from transoms, windows and a roof ventilator. Treatment of paupers has been excellent this year, as we made no mistake in engaging an overseer last year. Food consists of meat, potatoes, bread, butter, oat meal, vegetables, crackers, pie and cake. Clothing is good and substantial. We have had but very little sickness this year. We keep a first-class nurse. Have no suitable place for insane. Children are sent to Coldwater.

Arenac.—No poorhouse. We rent our farm for \$50 a year.

Baraga.—No poorhouse nor farm.

Barry.—Our poor farm and buildings are located in the township of Hastings. The poorhouse is a two-story brick building. We need an addition to our farm and also to the house. Facilities for bathing are bath tubs in basement. The building is warmed by furnaces in basement and ventilated by connection with furnaces and transoms over doors, and windows. All paupers have kind treatment. Food consists

of wheat bread, pork, beef, vegetables, and all the milk and butter we can keep cows to supply. The clothing is suitable to the different seasons of the year. Our facilities for care of the sick are not very good, but we give them as good treatment as our room and help can furnish; they are carefully looked after and visited by a competent physician. We keep no insane, and the idiotic are treated the same as other inmates. Children are not kept at the farm; if at any time they should be we would send them to the district school, which is one-quarter of a mile from the poorhouse.

Bay.—The poorhouse and other buildings located in the township of Hampton are in good condition. Facilities for bathing are one bath room, with hot and cold water. The buildings are heated by stoves. The ventilation of the hospital is good, that of other buildings poor. The paupers are carefully watched and cared for, and always treated kindly. Food is supplied in ample quantity, of the best material, and is well cooked and served. The clothing is cotton for summer wear and woolen for winter. The sick are taken care of by the keeper and his wife, under the direction of the county physician in medical district No. 1. Have no accommodations for insane and idiotic, and no children to educate.

Benzie.—[Probably no poorhouse nor farm.]

Berrien.—The poorhouse and other buildings, located in the township of Berrien Center, on the Big Four railroad, are commodious and in good repair. Facilities for bathing are three bath rooms, with good bath tubs and hot and cold water. The buildings are heated by steam. The new buildings have Globe ventilators and wall flues. The old buildings have wall flues and fair ventilation. With an exceptionally good matron, and a vigilant, energetic and humane keeper, we consider the treatment of paupers good. Food is plain, clean and plentiful. The farm produces a large quantity of fruit and vegetables, and during their season the inmates are provided liberally with the same. The inmates are well and comfortably clothed, and the clothing is selected with a view to its durability and adaptation to the conditions. A physician is regularly engaged, who resides one and one-quarter miles from the county house, and the patients receive good and careful treatment. For the insane and idiotic we have a new, separate building, heated by steam, well ventilated cells, 9x10 feet, with grated doors and windows, well lighted, and occupants are treated humanely. Children of sound minds attend the district school near by.

Branch.—The poor farm is located in the township of Coldwater. The poorhouse and farm buildings are in good condition. Inmates are required to bathe once a week. The house is warmed by steam. We have no separate building for the idiotic and filthy inmates.

Calhoun.—The poorhouse is located in the township of Marengo, two and one-half miles east of the city of Marshall. The buildings are in good condition. Facilities for bathing are two bath rooms and tubs. The buildings are heated throughout by steam. The new building is supplied with patent ventilators. The old building is ventilated mostly

dows. The treatment of paupers is good. Food consists of meat, vegetables, bread, butter, tea, coffee, sugar and milk. Inmates are well supplied with plain, serviceable clothing. The sick are regularly visited by the county physician, and properly nursed and cared for by the keeper and his wife. We have had no insane this year, but have a light, airy room, fitted up especially for the insane, who are detained only long enough to make arrangements for their removal to the asylum. Children are not kept in the poorhouse, excepting for a few days, or until other arrangements can be made for them.

Clare.—The poorhouse, located within the corporate limits of the city of Harrison, is in good condition. Facilities for bathing, bath tub. The building is warmed by wood stoves and ventilated by doors and windows. The paupers are well cared for, furnished with substantial food and plenty of it, and supplied with clothing suitable for the seasons. For the care of the sick, competent physicians and nurses are employed. We have no particular accommodations for the insane and idiotic. We have no idiotic persons, and the insane are sent to the Northern Asylum at Traverse City. When we have children they are sent to the city schools. We have the paupers boarded as heretofore, paying the keeper, to whom we let the farm to work on shares, \$2.50 per week for each person.

Clinton.—The poorhouse is located in the township of Bingham. Facilities for bathing, bath tubs. The buildings are warmed by a furnace and stoves, and ventilation is fair. The treatment of paupers is excellent; food, clothing and care of the sick are all good. We have a separate building for insane, and no children to educate.

Crawford.—The poorhouse and other buildings, located in the township of Grayling, are in good condition. The facilities for bathing are tubs. The building is warmed by wood stoves and ventilated by windows. The poorhouse is under the management of some family to whom the house is given under contract to board the inmates at a stipulated price per week; the care and treatment of the inmates is carefully looked after by the superintendents, and found to be good. Food is furnished according to the physical condition of inmates, and good substantial clothing to suit the changes of season. The sick are under the care of a regularly employed physician, nurses are furnished when required, and all needed wants and homelike comforts supplied. Have no accommodations for the insane and idiotic. We never had any children as inmates of the poorhouse; there is an excellent school within four blocks of the house.

Delta.—The poorhouse is located in the township of Wells, and its general condition is good. Facilities for bathing are a good bath room, and hot and cold water. The building is warmed by wood stoves and ventilated by doors and windows; our bath room and water closet are well ventilated. Paupers are treated kindly, given good wholesome food and comfortable clothing. For the care of the sick we have a good hospital, warmed by steam, lighted by gas, good bath room, city water, etc. Have no accommodations for the insane and idiotic. Our county house is close to a school.

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given in sufficient quantities. Clothing is good and sufficient. Sick are well cared for by keeper and wife, who are tender and sympathizing. Have no accommodations for the insane and idiotic. Children attend the district school.

Gogebic.—The poorhouse, located in the township of Bessemer, is in fair condition. We do not make much use of it. Facilities for bathing are good in the summer, but not good for winter. The building is warmed by stoves, and is partially ventilated. We think the treatment of paupers is excellent. Food, the best we can buy; clothing, good. For care of the sick, in bad cases we use Union Hospital at Ironwood, and Gogebic Hospital at Bessemer, where we secure the best service possible. Have no accommodations for the insane and idiotic, and the children have the same educational advantages as others.

Grand Traverse.—The poorhouse, located within the corporate limits of Traverse City, is in good condition. Facilities for bathing are good. The building is warmed by stoves and ventilated by doors and windows only. The treatment of paupers, their food, clothing and the care of the sick are all good. Have no accommodations for the insane and idiotic. Children are sent to the public school. We pay the keeper \$2.50 per week for each inmate.

Gratiot.—The poorhouse, located in the township of Newark, is in good condition. Facilities for bathing, bath tubs. The building is warmed by a furnace and stoves, and ventilated by doors and windows. The treatment of paupers is kind, their food plain, good and plentiful, clothing warm and comfortable, and care of the sick is good. We have three cells for insane and idiotic, and they are given considerate treatment. Children attend the Ithaca high school.

Hillsdale.—The poorhouse and other buildings, located in the township of Cambria, are in very good condition. The facilities for bathing are very good, consisting of bath rooms and tubs. The buildings are warmed by a furnace and stoves, and ventilation is good. Paupers receive good and humane treatment; they are required to work moderately and keep themselves clean. Food consists of wheat and corn bread, buckwheat and graham, butter, milk, syrup, potatoes, beef, pork, fruit and vegetables. The clothing is good and suitable for winter or summer. The sick are properly cared for. The insane and idiotic have good accommodations in separate apartments. Children are sent to the State Public School at Coldwater.

Houghton.—The poorhouse and other buildings, located in the township of Hancock, on the south shore of Portage lake, are in good condition. Facilities for bathing are stationary bath tubs, with hot and cold water. The buildings are warmed by the Spence hot water system. Ventilation is by means of doors and windows, ventilators in windows and unused chimneys. Paupers receive kind but firm treatment. Food is plain, substantial, of good quality and abundant. The sick are fed by order of the county physician. Clothing is warm and heavy, to suit the climate. The sick are cared for in the hospital adjoining the poorhouse,

and are under the supervision of the county physician. We have no special accommodations for the insane and idiotic. We have ten months' school during each year in the school house about 200 feet from the poor-house.

Huron.—The poorhouse and other buildings, located in the township of Colfax, are in good condition. The facilities for bathing are a bath room and bath tub. The buildings are warmed by wood stoves, and ventilated by fan lights, doors and windows. Paupers receive good care and treatment. Food consists of bread, beef, pork, vegetables, tea, coffee, milk, butter, etc. Clothing is woolen and cottonades, suitable to the seasons. The sick are well cared for. A physician engaged by the year calls three times a week, and oftener if required. Have no insane or idiotic, but have a cell which could be used for such persons if necessary. There is a district school one-half mile distant, but at present we have no children of school age.

Ingham.—The poorhouse, located in the township of Meridian, is in good condition. Facilities for bathing are good. The buildings are warmed by two furnaces and stoves, and ventilation is good. Paupers are treated humanely, given plain and wholesome food, comfortable clothing, and care of the sick is good. The insane and idiotic have special treatment. Have no children; those capable of receiving an education are sent to the State Public School.

Ionia.—The poorhouse and outbuildings, located in the township of Ronald, are kept in good repair. Facilities for bathing are pails and tubs. The buildings are warmed by a furnace and stoves. Ventilation is not perfect. Paupers receive kind treatment, and good discipline is maintained. Food is wholesome and substantial. Clothing, woolen or cotton, according to the season and requirements of inmates. A physician visits the house on call of the keeper. The accommodations for the insane are limited, and we get along with the idiotic as best we can. No provision is made for the education of children,—homes are found for them or they are sent to the State Public School.

Iosco.—The poorhouse is located in the township of Tawas. Have no special facilities for bathing. The buildings are warmed by a furnace. Have no special means for ventilation. The treatment of paupers and their food and clothing are all good. For the accommodation of the insane and idiotic we have a brick building near the county house. There is a district school one mile from poorhouse.

Iron.—The poorhouse is located in the township of Crystal Falls, about two and one-half miles from the village. The general condition of buildings is first-class. Facilities for bathing are one large bath tub, hot and cold water. The buildings are warmed by wood stoves, and ventilation is good. Treatment of paupers is good; order is kept with firmness, but kindness. Food is wholesome and plentiful; milk and eggs in abundance are furnished by the stock on the farm. Clothing is plentiful and good. The sick are treated with great kindness under physician's orders. We have no accommodations for insane and idiotic, and no children on the farm.

Isabella.—The poor farm and buildings are located in the township of Chippewa, about seven miles from Mt. Pleasant, the county seat. The main building, occupied by the males, is in good condition. The rooms used by the female inmates are under the same roof as the residence of the keeper, and should be enlarged. The farm is well supplied with barns, etc. The male department is supplied with a bath room and tub, with a good supply of water furnished by a cistern. The female department has no facilities for bathing other than pails and tubs. The buildings are warmed by stoves, wood being used for fuel, of which the farm furnishes an ample supply. The main building is fairly ventilated; the female department has no ventilation, other than by opening doors and windows. The inmates are treated kindly, work to the measure of their strength and ability only being required, and no harsh treatment is allowed. The food is substantial, well cooked and healthful. The farm furnishes a good supply of meat and butter, also fruit and vegetables in their season. The inmates are comfortably clothed. The sick are well **cared for.** A competent physician attends at the call of the keeper, and inmates are supplied with such things as seem necessary in the treatment of each case. The insane and idiotic are treated the same as other inmates, but if it becomes necessary to confine them, they are put into cells. No special treatment is given with a view to cure. There are no children in the poorhouse capable of being educated as other children: if there were any, the district school would be the only place they could attend.

Jackson.—The poorhouse, located in the township of Blackman, is in good condition. Facilities for bathing are bath rooms on both floors and in both departments. The buildings are heated by steam and open fire places, and ventilated by ventilating shafts in chimneys and transoms over doors. Treatment of paupers is kind and humane. Food consists of fresh and salt meats, vegetables, fruit, butter, eggs, etc. Clothing is substantial. For the care of the sick we have hospital rooms and a physician engaged by the year. We have insane wards in each department. There is a school one-half mile from poorhouse. Our report is compiled from the books of the superintendents of the poor, and the reports from the city of Jackson and thirteen townships.

Kalamazoo.—The poorhouse is located in the township of Comstock. The general condition of the house and outbuildings is first-class. Facilities for bathing are bath tubs and warm and cold water. The buildings are heated by steam. A radiator in each room makes it comfortable and warm during the coldest days in winter. Ventilation is good; the foul air escapes through chimneys built for that purpose. The treatment of paupers is kind and humane. Food consists of pork, beef, potatoes, beans, bread, coffee and a general variety of vegetables in their season. We have a large vegetable garden. Clothing is good and sufficient. The sick are well cared for; a physician is engaged by the year to attend to the sick when necessary. We have no violently insane; such as we have are kept with the other inmates. Have no idiotic. We have no children at present; when we have any, they are sent to the district school.

Kalkaska.—No poorhouse nor farm.

the city of Grand Rapids. The buildings are in very good condition. The farm contains 146 acres, mostly improved. Facilities for bathing are seven bath rooms, located in different parts of the home. The buildings are heated by steam and ventilated on the modern plan. Inmates are treated as kindly as circumstances will admit. The rules of the home are strictly enforced. Particular attention is given to the furnishing of good groceries and plenty of good, fresh vegetables. Good, substantial and warm clothing is furnished the inmates of county house, and those outside. The sick are cared for in the hospital at the county home and in private families, as circumstances may require. All insane are taken to the asylum at Kalamazoo. As we do not deem it advisable to keep children at the county home for a long period, we have no arrangements for educating them.

Keweenaw.—The building occupied as a poorhouse, located in the village of Eagle River, Houghton township, is frame, and in good repair, but is not owned by the county. We have no regular facilities for bathing. The building is warmed by wood stoves, and ventilated by windows and doors. Good treatment of the inmates is required from the keeper. The food is plain and substantial, and the clothing suitable for the climate. The sick are cared for by a physician. We have no insane or idiotic. Children attend the public schools.

Lake.—The poorhouse and other buildings, located in the township of Chase, are in good condition. Facilities for bathing are bath tubs and pails, and hot and cold water. The buildings are warmed by stoves and ventilated by doors and windows. The treatment of paupers is kind and humane; corporal punishment is strictly forbidden. Food consists of fresh and salt pork, fresh beef, eggs, milk, wheat and corn bread, oat meal, pie and cake, berries in their season, and vegetables produced on the farm. Inmates are clothed according to the season. The sick are provided with medical attendance and medicines, and nurses day and night when necessary. Our physician is employed by the year. We have a comfortable room for the insane and their treatment is good, no abuse being allowed. Children are sent to the common school while they remain with us.

Lapeer.—The poorhouse is located in the township of Mayfield. Facilities for bathing are bath tubs and hot and cold water. The buildings

ment of paupers is humane. Food consists of fresh meat, ham, vegetables, all the eggs produced on the farm, butter, coffee, tea, etc. Clothing is cotton in summer and woolen in winter. The sick are cared for in the hospital, with closets and bath rooms accessible, and by a physician engaged by the year. We have no insane and the idiotic are cared for in separate rooms. Children attend the district school.

Livingston.—The poorhouse, located in the township of Marion, is in good condition. Facilities for bathing are bath tubs and hot and cold water. The buildings are warmed by hot water, and ventilation is good. Treatment of paupers, their food, clothing, and the care of the sick are all good. Have no special accommodations for the insane and idiotic. Children attend the district school.

Luce.—The poorhouse, located in the township of McMillan, is an old building, in fair condition. A new building will be erected this summer, 32x24 feet, two stories high, which with the present building will give us ample room for care of the sick, and bathing facilities. Facilities for bathing, none. The building is warmed by wood stoves, and ventilated by windows and doors. Treatment of paupers is fair, their food and clothing plain, and care of the sick good. Have no accommodations for the insane and idiotic, and no children to educate.

Mackinac.—The poorhouse, located in the township of Brevort, about ten miles from St. Ignace, the county seat, is a two-story frame building, in fair condition. Bath tubs are used for bathing. The building is heated by stoves and drums, and ventilated by doors and windows. Paupers are treated kindly and furnished with good, wholesome food. Clothing is furnished when needed, but very little is required, as paupers are mostly transients. The sick are well cared for and furnished a physician when required. Have no accommodations for the insane and idiotic, and no children to educate. We employ our keeper and his wife, at a salary of \$125 per annum, who board all paupers sent to the poorhouse for \$12 each per month. Our farm contains about 80 acres, about 25 acres being cleared. The keeper works the farm on shares. We find this plan works in our case, as we have but few inmates in our county house—at present there are but two.

Macomb.—The poorhouse, located in the township of Clinton, one and one-half miles northwest of the city of Mt. Clemens, is in A1 condition. Facilities for bathing are bath tubs. The buildings are warmed throughout by steam, and are only fairly ventilated. Treatment of paupers is kind and humane. Food is plain, wholesome and abundant, and clothing appropriate for the seasons. The sick are cared for in the hospital, which is detached from all other buildings, and attended by a salaried physician. Insane are kept in a special building, and idiotic in common with other inmates. No special means are provided for the treatment of these persons. Children are sent to the public schools in the city of Mt. Clemens.

Manistee.—The poorhouse is located in the township of Manistee. The house and all other buildings on the county farm are in first-class condi-

tion in every respect. Facilities for bathing are two bath rooms with hot and cold water ready for use at all times. The apartments occupied by the inmates are heated by three furnaces, and those occupied by the keeper and his family by stoves and a furnace. Ventilation is fair, and is by means of ventilating flues in center of double chimneys, and an open fireplace in the hall on hospital floor. Treatment of paupers is kind and humane in every respect. The food is of good quality, well cooked, well served and plentiful. Clothing is plain, substantial and suited to the seasons. The sick are as well cared for as is possible in an institution of this kind. We have an entire floor used for hospital purposes only, 36x56 feet, with an 8-foot hall running through the center, in the east end of which there is an open fireplace. There are seven rooms calculated for two single beds each; there are also on the same floor a bath room, wash room, closet and urinal. We have one room for insane male and one room for insane female patients, that we can use for such until we can get them into an asylum. Have no special provision for the idiotic and feeble minded; the keeper and matron find no trouble in getting along with them. There is a district school one-half mile from the county house, but we have made very little use of it, as we get all children that come under our care into the State Public School as soon as possible.

Marquette.—The poorhouse, located in the south part of the city of Marquette, is somewhat ancient, but fairly comfortable. Facilities for bathing are bath tub, with hot and cold water. The building is heated by steam. We also have stoves which are used in extremely cold weather. Ventilation is by means of an air shaft, doors and windows. Treatment of paupers is kind and consistent. Those who are able are required to perform light labor, sufficient to keep them out of mischief. We supply the inmates with a sufficiency of good, wholesome food, and good, warm clothing, suitable to the climate. The sick have good medical treatment and nursing. The insane are sent to an asylum as soon as possible, and the idiotic are kindly cared for. Children of school age are sent to a graded school about three blocks distant.

Mason.—The poorhouse, located in the township of Amber, is in good condition. Facilities for bathing are pails and tubs. The buildings are warmed by stoves, and ventilated by doors and windows. The treatment of paupers is kind but firm. Food is good, and clothing warm and comfortable. The sick have the best medical attendance possible. We have no accommodations for the insane and idiotic, and no children. The buildings should be warmed by steam.

Mecosta.—The poorhouse and other buildings, located in the township of Mecosta, are in good repair and are kept clean and neat. Facilities for bathing are bath tubs. The buildings are warmed by furnaces, and ventilated by ventilators in chimneys. Treatment of paupers is good, and their food plain and substantial. Clothing is woolen in winter and cotton in summer. The sick receive as good care as our accommodations will admit. The insane are sent to the State Asylum at Traverse City. The idiotic are kept in the county house and treated the same as other inmates. Children attend the district school.

Menominee.—The poorhouse, located in the city of Menominee, is in good condition. Facilities for bathing are two bath tubs, one for the male and one for the female inmates. The buildings are warmed by steam, and ventilated by transoms over doors, and windows. Paupers are treated kindly, and given plain, substantial food. Clothing is woolen in winter and cotton in summer. The sick are given the best of care. For the insane and idiotic we have two cells, with grated doors and windows. We have no children at the poorhouse. The keeper of our poorhouse does not receive any salary. The county furnishes the building and the keeper furnishes the inside of house, food, etc., and boards the inmates by the week.

Midland.—The poorhouse, located in the township of Midland, is in fair condition. Facilities for bathing are bath tub. The buildings are warmed by wood stoves, and ventilated by doors and windows. The paupers are treated kindly, given plain, wholesome food, and good clothing. The sick are cared for by the county physician. Have cells for the insane and idiotic. No children are kept at the poorhouse.

Missaukee.—The poorhouse and other buildings, located in the township of Reeder, are in good condition. Facilities for bathing are tubs. The main building is warmed by a furnace and stoves, and ventilated by doors and windows. Treatment of paupers is humane and considerate. Food is good and wholesome, and varied with the seasons. Clothing is substantial and comfortable. For the care of the sick the county employs a physician by the year, and the keeper's contract provides for their nursing, which is properly done. We have a separate building for the insane, but do not keep any on the farm. The idiotic are treated as other inmates. No children are kept on the farm. The keeper is paid by the week for board of paupers, and is given the use of the farm.

Monroe.—The poorhouse, located in the township of Monroe, three miles west of the city of Monroe, is in first-class condition. The facilities for bathing are good. The buildings are warmed by large coal furnaces, and ventilation is very good. The paupers are well treated, their food well prepared and plentiful, and clothing is good and comfortable. The sick have good care and nursing. The insane and idiotic have separate apartments, and are well taken care of. At present we have no children of school age, but when we have they are sent to the district school, or, if old enough, to the State School at Coldwater.

Montcalm.—[The superintendents report location and general condition of the poorhouse and other buildings, "Same as last report," hence we copy.] The poorhouse is located in the township of Fair Plains. Condition of buildings is good considering their age and manner of construction. Facilities for bathing are bath tub and hot and cold water. The buildings are warmed by stoves, and ventilated by doors, windows and flues attached to chimneys. Treatment of paupers is good. Food is healthful and plentiful, and clothing suitable to the seasons. For the care of the sick we employ a physician by the year, who visits the house once a week, and oftener when necessary. Female idiots have a separate building and a matron to care for them. Children attend the district school.

Muskegon.—The poorhouse, located in the township of Muskegon, is constructed of wood and is in excellent repair. Facilities for bathing are bath tubs, supplied with water by the wind mill. The buildings are warmed by a furnace and stoves, wood being used for fuel, and excellently ventilated by numerous windows and doors. The overseer is a faithful, humane man, and the inmates are treated humanely in every respect. The food is good, consisting of meat, fish, bread, butter, milk, and vegetables in their season; the cooking is done by the keeper's family. Clothing is woolen and cotton, and is kept clean and in good repair. The sick are attended by the county physician, and are kindly nursed. The insane and idiotic are cared for as well as the facilities of the institution will permit. Children of proper age are sent to the district school, which is situated conveniently near.

Newaygo.—[The superintendents report, "Nothing new to report from last year," hence we copy.] The poor farm is located in the townships of Sherman and Garfield, and contains 140 acres, 110 being under good cultivation. Our poorhouse was originally a farmhouse, but we have built additions to it from time to time, and at present it is in very good repair. Have no special facilities for bathing. The buildings are warmed by wood stoves, and ventilated by doors and windows. We have a good overseer, who has had charge of our county house for thirteen years, and the inmates are well treated in every respect. Food is good, consisting of bread, butter, meat, fish, tea, coffee, milk, and all the vegetables raised on the farm. Clothing, good and comfortable, according to the seasons. The sick have proper medical treatment and proper attendance when necessary. Have no special accommodations for the insane and idiotic. The insane are always taken to the asylum. Children are kept in the poorhouse only long enough to prepare them for the State Public School.

Oakland.—The poorhouse is located in the township of Waterford. The buildings are ample in size and number, and are always kept in good repair. Facilities for bathing are two bath rooms, with hot and cold water, and two with cold water only. The buildings are warmed by steam, and ventilation is satisfactory to the inmates and the superintendents. The paupers are well treated and have good care. In variety and wholesomeness, the food compares very well with that found on the tables of the average housekeeper. Clothing is comfortable and respectable. The sick are cared for as the physician directs. There are seldom any insane or idiotic that require special treatment. Children are not kept in the poorhouse long enough to educate.

Oceana.—The poorhouse is located in the township of Hart. The house and all annexes, and all barns and other outbuildings, are in good condition. Facilities for bathing are two bath rooms, which are sufficient. The buildings are furnished throughout with steam heating apparatus, which gives good satisfaction, and the ventilation of the different rooms is fairly good. The treatment of paupers is exceptionally good; the superintendents make sacrifices in other matters to obtain

this. Food is wholesome and plentiful, and clothing comfortable and sufficient. The care of the sick is kind and considerate, as good as most people get in their homes. Accommodations for the insane and idiotic are good, and they are well treated. There is a public school one-half mile from the poorhouse.

Ogemaw.—The poorhouse is located in the township of West Branch, about 40 rods from the corporate limits of the village of West Branch. The buildings are in fair condition, but the house needs a new foundation. Facilities for bathing are bath room. The house is warmed by stoves, and ventilated by windows. So far as known by the superintendents, the inmates are well treated, kept clean and well cared for. Food is good, and is the same as provided for keeper's table. Suitable clothing is provided in the summer and woolen in winter. The sick are cared for by the county physician, and a special nurse is engaged if necessary. Have no special accommodations for the insane and idiotic. Children are sent to the public school.

Ontonagon.—The poorhouse is located in the township of Ontonagon. The house, barn, etc., are in good condition. Facilities for bathing are zinc bath tubs. Buildings are warmed by wood stoves, and ventilated by windows. Paupers receive good treatment, good food, and warm, clean clothing. A physician is employed by the year to care for the sick. Have no children to educate. The keeper has the use of the farm free of rent, and no salary.

Osceola.—The poorhouse and other buildings, located in the township of Sylvan, are in good condition. Facilities for bathing are zinc bath tub. The buildings are warmed by wood stoves, and ventilated by transoms and windows in each room. The treatment of paupers is good and kind, much the same as a consistent person would treat an unfortunate friend. Food is good, wholesome and plentiful, consisting of fresh and salt meats, white and brown bread, butter, eggs, milk and vegetables. Clothing is cotton and woolen, as needed, kept clean and comfortable. The sick are attended by a competent physician, employed by the county, and are well nursed when necessary. We have an asylum apart from main building, with good facilities for keeping the insane until removed to Traverse City Asylum. Children are sent to the public school, which is two miles from the poorhouse. We are at present erecting a building 24x40 feet, 12 feet high, apart from main building, which is intended for a hospital, and will be so arranged that persons having contagious diseases can be isolated from the other inmates; we also intend to have a room in this building that can be used for surgical operations.

Oscoda.—No report.

Otsego.—The poorhouse, located in the township of Livingston, is in good condition. Facilities for bathing are bath tubs. The building is warmed by wood stoves, and ventilated by doors, windows and transoms. The paupers are treated kindly. Food is such as is generally used on farmers' tables. Clothing is suitable to the season. The sick are cared for by a nurse and the county physician. Have no accommodations for

the insane and idiotic. There is a school house on the corner of the poor farm.

Ottawa.—[The superintendents report, "No change since last year," hence we copy.] The poor farm, containing 238 acres, is situated in the township of Polkton, on the right bank of Grand river, six miles south west of Coopersville, on the Detroit, Grand Haven and Milwaukee Railway, and has every variety of soil, with 40 acres of timber. The county house is a three-story brick building, erected in 1886 at a cost of \$12,000, and is capable of accommodating sixty or seventy persons. All the buildings are painted and kept in good repair. The facilities for bathing are a bath room for paupers, and one for the keeper and family, and both are supplied with warm and cold water. The building is heated throughout by hot water radiators, which are found more satisfactory than hot air, both in distribution and economy of fuel. Ventilation is by windows, transoms, and flues built with the chimneys. Besides an abundant and appetizing variety of food and kind treatment, the rule invariably is that every pauper having the capacity shall work at something useful, thus serving a double purpose, i. e., getting some value out of them, and more important still, begetting contentment and forgetfulness of their dependence, which hardly ever accompanies absolute idleness. We give our inmates the diet of well-to-do American farmers, in quality, quantity and variety; the milk and butter of twelve cows, pork, beef, mutton, fish, all staple varieties of vegetables, small fruits, apples, tea, coffee, sugar, etc., constitute their habitual living. The paupers are supplied with woolen clothing in winter, and stout cotton goods for milder weather. The sick are treated by a physician and nursed by the paupers. The staple patent medicines are kept in considerable stock in the house for ordinary cases. Offensive chronic cases are kept in a four-room wooden building, a little distance from the main building, which is kept in a tolerable condition by the liberal use of chloro-naphtholeum, a most excellent and cheap disinfectant, which is found useful as an antiseptic. The insane have free range of the farm and outbuildings, and do considerable work; in fact labor is our special treatment of such insane as need not be confined. We are putting in two cells for uncontrollable lunatics. The idiotic are treated the same as the insane; if there is any work in them we get it. We have no children of school age.

Presque Isle.—No poorhouse nor farm.

Roscommon.—No poorhouse nor farm reported.

Saginaw.—[The superintendents report, "No change from last year," hence we copy.] The poorhouse is located in the township of Saginaw, six miles from the city. The general condition of the house and other buildings is first-class in every respect. There are bath rooms and bath tubs in the male and female departments, which are used as often as necessary in the judgment of the keeper and matron. The poorhouse is heated by steam. Ventilation is perfect in every respect, there being ventilating air stacks on each floor. Paupers are well and kindly treated; we allow no corporal punishment. If any are refractory or refuse to obey the rules they are treated to a dose of solitary confinement,

which soon brings them to their senses. Food is good and wholesome. We furnish good, comfortable clothing, adapted to the seasons and sexes. The sick are well cared for. There are hospitals in the male and female departments. We have a physician employed by the year, who visits the poorhouse as often as is necessary, but not less than once each week. We have a detached brick building for the detaining of the insane and idiotic when necessary to do so; at other times they roam about their part of the poorhouse and assist all they can about the premises. Children, when we have any, are sent to the district school if their minds are capable of receiving instruction. We have one of the most substantial poorhouses in the State, of the following dimensions: 120x48 feet, two stories and basements, constructed entirely of stone, brick and iron, with slate roof, making it as nearly as possible fire proof. The sub-basement contains the cisterns, cellars, boiler room, and piping for heating and ventilating. The basement contains keeper's office and dining room, kitchen, laundry, and male and female dining rooms for the paupers. The first story contains the parlor, sitting and bed room for the keeper, male and female sitting rooms, male and female hospitals, bath rooms, etc., for the paupers. The second story contains two bed rooms for the keeper's family and hired help, the balance of this floor being used for dormitories for male and female inmates. The sexes are kept apart by brick walls and partitions from top to bottom of the apartments. In conclusion, everything is in first-class condition, and under the personal supervision of the keeper and his wife, who have given good satisfaction.

Sanilac.—The poorhouse and other buildings, located in the township of Lexington, are in good condition. Facilities for bathing are bath tubs. The buildings are warmed by stoves, and ventilated by windows. The paupers are comfortable.

Schoolcraft.—The poorhouse is located in the township of Hiawatha. Facilities for bathing are bath tub. Building is warmed by wood stoves, and ventilated by windows. Paupers are treated kindly, but with decision. Food is the best, and clothing all that is deemed necessary. The sick are cared for by the county physician. Have no accommodations for insane and idiotic, and no children.

Shiawassee.—The poorhouse is located in the township of Caledonia. New building is in good condition, and old building in fair condition. Facilities for bathing, bath tubs. The old building is warmed by stoves, the new by a hot air furnace; wood and coal are used for fuel. Ventilation is by doors and windows. The paupers are treated well. Food is plain and substantial, consisting of vegetables, beef, pork, bread, butter, tea, coffee and milk. Clothing is plain and comfortable. The sick have good care and medical attendance when needed. Accommodations for the insane and idiotic are good, except for the very vicious ones. There is a district school within one mile of the poorhouse.

St. Clair.—The poorhouse and other buildings, located in the township of Wales, are in the best of repair. We have two bath tubs, one for each department. The inmates are required to bathe as often as necessary.

corporal punishment is allowed. We aim to furnish the most nourishing food, fresh groceries and vegetables. Clothing is suitable for the seasons and inmates. The sick are cared for by the more intelligent inmates, keeper and matron. We have a physician employed at a stipulated price per visit to attend inmates when needed. Have no special accommodations for insane and idiotic; we send them to asylums. Children are sent to Coldwater.

St. Joseph.—The poorhouse, erected three years ago, is located in the township of Fawn River. Barns and other buildings are in good condition. Facilities for bathing are bath tubs. The buildings are warmed by steam, and ventilated through roof, windows and cellar. Treatment of paupers is kind and good. Paupers are given good, wholesome food, and good clothing. The care of the sick is as good as can be given in an institution of the kind. Have no separate apartments for the insane and idiotic. When we have any children, we send them to a good district school, about 150 yards from our home. We still have our old steward, who is now serving his thirteenth year, and we think we cannot better our condition by making a change; inmates seem happy; house and farm in good condition.

Tuscola.—The poorhouse is located in the township of Almer. The general condition of the house and outbuildings is good. Facilities for bathing are bath rooms and tubs, hot and cold water. The buildings are warmed by steam, and ventilated by doors and transoms. Paupers are treated kindly; no harshness allowed. Food is good and substantial, furnished principally from the farm, and clothing consists of cotton for summer and woolen for winter. The sick are under the care of the keeper and his wife, and a physician when necessary. We have cells for the confinement of insane and idiotic when they become vicious or unmanageable. Harsh treatment in the management of such cases is never allowed. Children attend the district school, within three-quarters of a mile of the poorhouse.

Van Buren.—[The superintendents report, "Same as last year," hence we copy.] The poorhouse is located in the township of Hartford, about half way between the village of Lawrence and Hartford, and is pleasantly situated. The house is nearly new and in good condition, and the barns are in good repair and conveniently located. Inmates are required to bathe as often as is necessary. The house is warmed by two furnaces and ventilated by cold air flues, doors and windows. The inmates are treated kindly; those who are able have such work to do as their physical and mental condition will allow. The most of the food is raised on the farm, and is of good quality. We use also all the milk and butter from thirteen cows. The clothing is comfortable and suitable for the seasons. The sick are well cared for in the same building; a physician visits them as often as is necessary. There are no separate accommodations for the insane and idiotic. All children who are eligible are sent to the State school at Coldwater; others attend school at the corner of the county farm, a short distance from the poorhouse.

Washtenaw.—The poorhouse, located in the township of Pittsfield, is built of brick, excepting keeper's part, which is wood, with stone foundation under all, and is in fair condition. Facilities for bathing are bathing tubs, and inmates are required to bathe once each week. The buildings are warmed by steam, and a wood stove in keeper's sitting room, and one in the men's sitting room, which are used when we cannot get sufficient heat without them. Soft coal used in the furnace. Ventilation is by means of the steam heating works. Treatment of paupers is kind but firm. If able, they are required to work a part of each day. Food is good, plain and plentiful, and clothing suitable for the seasons. The male sick are cared for by a male attendant, and the female sick by a female attendant. We have no special accommodations for the insane and idiotic. We keep no children here for any great length of time. We have this year included in this report, the reports of the supervisors and poormasters from October 1, 1894, to September 30, 1895, as their year ends at that date, and we have been unable to get them to report every six months.

Wayne.—The poorhouse and county insane asylum are located in the township of Nankin, 16 miles from Detroit. On the first day of February, 1896, the new addition to the county house was completed. This new addition is a magnificent structure of brick and stone, four stories high, with large airy basement floored with marble slabs; the front section is devoted to the keeper's family, the balance is used for hospitals, refectories and dormitories. This building completed, embodying every feature of modern improvements, cost \$56,000. Every building on the county house grounds has been erected within nine years. There are two large bath rooms for general bathing and several others located in the wards. All inmates, health permitting, are compelled to bathe on entering the county house and are given an entire change of clothing before being assigned quarters. The main buildings are heated by steam, supplied by four large boilers, located in a building some distance from the county house. All the buildings and grounds are thoroughly lighted by electric lights. Special attention was given to perfect ventilation when the buildings were erected. Ill-treatment of inmates is strictly prohibited. Those who disregard the rules are discharged, and those guilty of a breach of the peace are taken before a justice of the peace for trial and punishment. The food consists of the best quality of fresh and salt beef, pork and fish, vegetables, etc., good bread, tea and coffee. The hospital patients are furnished a special diet as ordered by the house physician. Substantial clothing, suited to the seasons is furnished all the inmates. Hospitals are provided for the sick, who are under the care of two physicians, attendants and nurses. Insane patients are transferred to the asylum as soon as possible after their reception. Children have not been maintained in the county house since last November. A large chapel is at the disposal of the inmates for religious services, which are held every week. Several denominations are represented. The asylum buildings are in good condition. Every section of the whole institution is supplied with bath tubs, and hot and cold water during the day and night, and all patients are required to bathe as often as once a week, except in case of illness. Two of the buildings are heated by steam from direct radiation; the new asylum is heated both by direct

and indirect radiation. The boiler house and electric plant are situated some distance from the buildings. The ventilation is fair in two of the buildings, and in the new asylum first-class. The asylum is under the supervision of a medical superintendent and assistant physician, who reside on the grounds. Competent day and night nurses are constantly in attendance. The old and more feeble are kept in a hospital separate from the healthy and vigorous. The asylum farm contains 157 acres, and over 15 acres are cultivated for garden products each year. The tables are well supplied with all kinds of vegetables which greatly add to the other fare; a liberal supply of milk and poultry is also furnished the patients. The patients are all properly clothed, and those who are employed outside during the winter are supplied with heavy woolen clothing and socks. The idiotic are kept in a separate building entirely removed from insane patients. The capacity of the asylum is 300 beds, and is already overcrowded. The water supply is adequate for all demands. During the year the old asylum buildings have been repainted on the outside and extensive improvements made in bath rooms and water closets. Each year the condition of the patients is improved by bettering their surroundings.

Much inconvenience and endless expense have been occasioned the superintendents of late years by the freezing of water pipes and the bursting of steam mains. To remedy this we have constructed several hundred feet of underground, brick conduits, five feet in diameter. All the water and steam mains are led through the conduits, suspended by chains from the arched ceiling. Ample room is afforded workmen to repair any chance damages to the pipes, and the hitherto endless digging is thus avoided.

Another improvement of vast benefit to the institution has been the installing of a new hot water system. As our inmates are obliged to bathe once every week great quantities of hot water are needed. To meet this requirement we constructed two iron water tanks of 50,000 gallons capacity per day.

A system of pipes conveying the exhaust steam from the engines is coiled around the internal periphery of the tanks and rapidly raise the water to about 200 degrees Fahrenheit. The pipes leading therefrom to the bathrooms, kitchens, laundries, etc., are carefully covered with asbestos, thus preventing the dissipation of heat by radiation. So thoroughly well does this system work that water intensely hot can be secured at all hours of the day or night from any of the hundreds of faucets located throughout the county house and asylum. Our old sewerage system has caused us a great deal of annoyance and expense. The waste pipes from closets, kitchens, etc., conveyed the sewerage to the Rogue river, a small stream north of the buildings. Owing to the low water during the dry season little or no current exists, and as a result refuse from the buildings stood in stagnant pools exhaling poisonous gases. To better this state of affairs we decided on cess pools, but after carefully investigating the project we determined on a new method of sewerage disposal, modeled after a similar plant in Canton, Ohio. Our plant consists of three brick tanks 80 feet long, five feet deep. The

sewerage is conveyed to the first tanks, through a set of mixers where a small stream of lime water drops upon it. Further on a solution of sulphate of alumina is added. A precipitation commences immediately and by the time the second tank is reached much of the solid material has been thrown down. Finally the flow passes through the third tank and complete precipitation takes place, and the water flows off clear and odorless. Once a month the surface water is led into a deep cistern, and the precipitated slug is pumped by steam into iron garbage tanks and conveyed to the fields—a most excellent fertilizer. The water is again pumped back and the process continued. The great benefit of this sewerage system cannot be overestimated.

Wexford.—The poorhouse, located in the township of Colfax, is in good condition. Facilities for bathing, warming of buildings, ventilation, treatment of paupers, their food, clothing and the care of the sick are all good. We have no insane or idiotic. Children attend the district school.

SCHEDULE B.

Names and postoffice addresses of Superintendents of Poor, as signed officially to their reports, 1896.

Counties.	Names.	Postoffices.
Alcona.....	{ Peter Effrick..... D. Mulholland..... Eli M. Barker.....	Harrisville. Alcona. Glennie.
Alger.....	{ J. Gogarn..... G. A. Baldwin..... William J. Haines.....	Munising. Au Train. Grand Marais.
Allegan.....	{ L. Bailey..... Geo. Oliver, Jr..... H. L. Lane.....	Allegan. " "
Alpena.....	{ Thomas Jermin..... Geo. H. Gray.....	Alpena. "
Antrim.....	{ Geo. L. White..... James Williams..... Andrew J. Dole.....	Mancelona. Central Lake. Bellaire.
Arenac.....	{ James May..... W. A. Hill..... T. C. Grashaw.....	Melita. Au Gres. Standish.
Baraga.....	{ Herman J. Seifert..... John Q. McKernan.....	L'Anse. "
Barry.....	{ P. W. Burgess..... L. A. McIntyre..... P. G. Henry.....	Hastings. " "
Bay.....	{ A. Walther..... William Maxson..... Charles Anderson.....	Bay City. Essexville. West Bay City.
Bensie.....	{ E. B. Frost..... P. A. Smith..... L. P. Judson.....	Frankfort. Honor. Bensonia.
Berrien.....	{ Freeman Franklin..... T. W. Reynolds..... J. A. Donaldson.....	Buchanan. Berrien Springs. St. Joseph.
Branch.....	{ H. P. Mowry..... J. C. Pierce..... S. A. Warren.....	Bronson. Coldwater. Union City.
Calhoun.....	{ A. O. Hyde..... H. A. Whitney..... J. Laberteaux.....	Marshall. Battle Creek. Albion.
Cass.....	{ W. W. Easton..... H. C. French..... E. W. Beckwith.....	Cassopolis. " "
Charlevoix.....	{ Robert Miller..... P. F. McIntire..... L. C. Madison.....	Charlevoix. Boyer City. East Jordan.

SCHEDULE B.—CONTINUED.

Counties.	Names.	Postoffices.
Cheboygan	{ Bernard Brogan	Cheboygan.
	{ Jacob Walton	"
	{ W. H. Merritt	Rondo.
Chippewa	{ Alexander Ross	Sault Ste. Marie.
	{ James H. McDonald	" " "
	{ William Shunk	" " "
Clare	{ A. M. McIntyre	Clare.
	{ D. B. Wait	Farwell.
	{ W. W. Harper	Harrison.
Clinton	{ H. M. High	Ovid.
	{ F. A. Travis	St. Johns.
	{ F. M. Spaulding	"
Crawford	{ Chas. P. Robinson	Grayling.
	{ Chas. J. Richardson	Roscommon.
	{ John J. Coventry	Frederick.
Delta	{ T. J. Tracy	Escanaba.
	{ Daniel Kelly	Garden.
Dickinson	{ Thomas Hay	Norway.
	{ Michael P. Dockery	Sagola.
	{ H. P. Colburn	Iron Mountain.
Eaton	{ William W. Stine	Charlotte.
	{ C. A. Merritt	"
Emmet	{ J. J. Hankey	Petoskey.
	{ W. C. McComb	Levering.
	{ William H. Lee	Harbor Springs.
Genesee	{ John McKercher	Flint.
	{ Geo. R. Howe	"
	{ Alexander McAra	"
Gladwin	{ John Reid	Beaverton.
	{ Horace R. Clarke	Gladwin.
	{ S. Raymond	"
Gogebic	{ J. A. Monroe	Ironwood.
	{ J. H. Clement	"
	{ W. J. Haggewon	Bessemer.
Grand Traverse	{ O. P. Carver	Traverse City.
	{ C. H. Estes	Bates.
	{ A. E. Pulver	Summit City.
Gratiot	{ A. S. McIntyre	St. Louis.
	{ T. A. Ely	Alma.
	{ Jesse Pepple	Ithaca.
Hilldale	{ Warren Atwood	Frontier.
	{ L. S. Ranney	Hilldale.
	{ Charles W. Lovell	Jonesville.
Houghton	{ L. A. Richardson	Hancock.
	{ August Krellwitz	Houghton.
	{ Thomas M. Lyon	Laurium.
Huron	{ Septimus Irwin	Bad Axe.
	{ Francis Thompson	Kilmanagh.
	{ M. Haneslman	Ruth.
Ingham	{ William Longstreet	Lansing.
	{ H. C. Freeland	Mason.
	{ George Duncel	Williamston.
Ionia	{ Ethan T. Montgomery	Ionia.
	{ L. A. Smith	Portland.
	{ J. L. Fowle	Ionia.
Iosco	{ C. W. Force	Tawas City.
	{ John Sullivan	East Tawas.
	{ W. F. Bisbee	Au Sable.

• SCHEDULE B.—CONTINUED.

Counties.	Names.	Postoffices.
Iron.....	{ Andrew Young..... Ole E. Nelson..... Jacob Binder.....	Stambaugh. Crystal Falls. " "
Isabella.....	{ Charles Cassady..... E. A. Salisbury..... E. H. Gardner.....	Mt. Pleasant. Shepherd. Horr.
Jackson.....	{ C. S. Anderson..... A. A. Sullivan..... M. H. Hawley.....	Rives Junction. Leoni. Jackson.
Kalamasoo.....	{ H. W. Bush..... A. H. Carr..... L. N. Robinson.....	Kalamasoo. Galesburg. Vicksburg.
Kalkaska.....	{ F. H. Burnham..... Asa Puffer..... N. A. French.....	Kalkaska. Lodi. Kalkaska.
Kent.....	{ David Lankester..... Henry Mitchell..... Chas. F. Sears.....	Grand Rapids. " "
Keweenaw.....	{ William B. Wright..... A. A. Bennett.....	Eagle River. Phosnix.
Lake.....	{ N. S. Holford..... Homer Outler..... J. G. Rogers.....	Baldwin. Luther. Chase.
Lapeer.....	{ W. T. Dodge..... John N. Deo..... John Hevener.....	Imlay City. North Branch. Lapeer.
Leelanau.....	{ George A. Craker..... John Porter..... John Dorsey.....	Omena. Leland. Glen Haven.
Lenawee.....	{ J. W. Finch..... H. M. Hopkins..... W. D. Porter.....	Adrian. Rome. Adrian.
Livingston.....	{ G. W. Teeple..... O. J. Parker.....	Pluckney. Howell.
Luce.....	{ Andrew M. Carlson..... Sanford Helmer..... R. W. Leighton.....	Newberry. Helmer. Newberry.
Mackinac.....	{ Michael Cassidy..... Walter Briggs..... Michael Murray.....	Gould City. Moran. St. Ignace.
Macomb.....	{ T. W. Newton..... A. Greiner..... G. W. Robertson.....	Mt. Clemens. " "
Manistee.....	{ Christian Hauser..... W. L. Warren..... Thos. N. Reynolds.....	Manistee. Onkama. Manistee.
Marquette.....	{ John Milroy..... W. J. Allen..... C. D. Blanchard.....	Michigamme. Negaunee. Marquette.
Mason.....	{ David Baird..... C. C. Fisher..... F. N. Latimer.....	Ludington. Victory. Ludington.
Mecosta.....	{ J. Frank Clark..... H. Bennett..... Geo. Minkel.....	Big Rapids. Stanwood. Mecosta.
Menominee.....	{ Jacob Muth..... Nicholas Peterson..... Jacob Woessner.....	Menominee. Spalding. Stephenson.

SCHEDULE B.—CONTINUED.

Counties.	Names.	Postoffices.
Midland	{ J. E. Sayre	Midland.
	{ Thomas Cooper	Sanford.
	{ Frank H. Olmstead	Midland.
Missaukee	{ Sylvanus Siddall	Stittsville.
	{ Hiram Schepers	Vogel Center.
	{ L. VanMeter	Lake City.
Monroe	{ I. C. Eaton	Monroe.
	{ Fred Buck	
	{ John B. Suller	Erie.
Montcalm	{ Joseph P. Shoemaker	Amsden.
	{ Richard C. Miller	Greenville.
	{ Oscar Fern	Stanton.
Montmorency	{ William F. Devlin	Hillman.
	{ Alonzo Smith	Lewiston.
Muskegon	{ Joseph H. Parsons	Muskegon.
	{ Warren F. Odion	Twin Lake.
Newaygo	{ Job T. Reynolds	Fremont.
	{ William Glanville	Newaygo.
	{ Benj. Candee	Volney.
Oakland	{ A. W. Hovey	Pontiac.
	{ J. S. Stockwell	"
	{ Edward Fosdick	"
Oceana	{ Archie R. McKinnon	
	{ John F. Cumming	Mears.
	{ Ira C. Ford	Hart.
Ogemaw	{ Charles M. Withey	Selkirk.
	{ E. W. Clark	West Branch.
	{ Finley Campbell	"
Ontonagon	{ Stephen Lorange	Ontonagon.
	{ B. F. Chynoweth	Rockland.
Osceola	{ Charles A. Kidder	Tustin.
	{ J. H. Powell	Sears.
	{ Oliver L. Millard	Hersey.
Oscoda	No report.	
Otsego	Charles W. Bahel	Gaylord.
Ottawa	{ William N. Angel	Grand Haven.
	{ W. Diekema	Holland.
	{ Alexander Noble	Coopersville.
Presque Isle	{ Ferdinand Tank	Rogers.
	{ William Brege	
	{ Joseph Liske	Posen.
Roscommon	{ Jno. R. Bowman	Houghton Lake.
	{ Alexander Johnaton	Roscommon.
	{ O. H. Matherson	"
Saginaw	{ Thomas Hynan	Saginaw, E. S.
	{ Thomas L. Jackson	" W. S.
	{ John Ure	"
Sanilac	{ James Hands	Peck.
	{ Nelson Cameron	Port Sanilac.
	{ George Mahon	Charleston.
Schoolcraft	{ D. K. Smith	Manistique.
	{ John Patterson	Thompson.
	{ M. A. Morrison	Seney.
Shiawassee	{ C. Holman	Corunna.
	{ John H. DeHart	Vernon.
	{ James A. Armstrong	Owosso.

SCHEDULE B.—CONCLUDED.

Counties.	Names.	Postoffices.
St. Clair	{ Adam Scott	Marine City.
	{ James Stevenson	Port Huron.
	{ William Hodgins	Brockway.
St. Joseph	{ W. T. Thoms	Centerville.
	{ Charles E. Perrin	Three Rivers.
	{ G. Everitt	Sturgis.
Tuscola	{ James D. Sutton	Caro.
	{ Philip Eckfeld	Columbia.
	{ Robert Smith	Elva.
Van Buren	{ H. A. Chapin	Paw Paw.
	{ A. T. Anderson	Berlamont.
	{ Charles A. Spaulding	Hartford.
Washtenaw	{ Elihu Loomis	Ypsilanti.
	{ C. H. Kempf	Chelsea.
	{ E. P. Mason	Ann Arbor.
Wayne	{ James N. Dean	Detroit.
	{ Thomas Barlum	"
	{ John Naylor	"
	{ A. C. Varney	"
	{ John E. Wilcox	Plymouth.
	{ O. E. Letts	Detroit.
	{ P. R. Wilson	Wayne.
Wexford	{ P. W. Hinman	
	{ O. Webster	Cadillac.
	{ Richard Redeoff	Sherman.



MICHIGAN STATE LIBRARY.

STATISTICS.

The records of this department show that there have been recorded, numbered and placed upon the shelves of the State Library, as follows:

Bound volumes	7,206
Unbound volumes	1,085
Pamphlets	1,097
Total.....	<u>9,388</u>
Books for traveling libraries.....	<u>2,000</u>

EXCHANGE AND DISTRIBUTION.

The following books and pamphlets have been received from the State of Michigan for exchange and distribution:

Bound volumes	10,250
Unbound volumes	1,025
Pamphlets	2,025
Pioneer Collections	12,000
Michigan Reports	21,000
Total	<u>46,300</u>
Books and pamphlets distributed and exchanged.....	<u>12,604</u>

CONDITION OF THE STATE LIBRARY.

The work of building up and increasing the usefulness of the State Library has been very satisfactory. A complete catalogue of the Law Department has been compiled, the work having been done by Mr. S. A. Tomlinson, clerk in charge of that department. The card catalogue has been increased about seven thousand cards, and a new catalogue for the general department has been commenced and will be carried on as rapidly as the regular work of the library will permit.

In this connection, the Librarian wishes to acknowledge her obligations to Mrs. L. B. Ronan, her assistant, and to the clerks connected with the State Library for the intelligent and conscientious manner in which their work has been done.

JENISON COLLECTION.

The Librarian, with the permission of the Governor, has purchased the valuable collection of books relating to Michigan, collected by the late Orien A. Jenison. The unique character of the collection is shown in the carefully prepared catalogue which may be found in the supple-

ment to this report. Among the books in this remarkable collection are four large volumes giving the history of the present capitol from its foundation to completion; also a complete set of manuals with autographs and portraits, and a collection of speeches of men who have been leaders in the civic history of the State.

ASSOCIATE LIBRARIES.

In 1895, a new law was enacted for the government of the State Library. The object of the law was to bring the library into closer and more sympathetic touch with the people of the State, and to remove from the public mind the idea that the taxpayers of the State were debarred from the privileges of an institution to the support of which they were contributing. With this in view, the "Associate" and "Traveling Library" systems were embodied in the law and it is a pleasure to state that both of these new departures in library work have been in every way successful. Under section eleven, of the act of 1895, ten libraries have become Associate with the State Library, receiving all the advantages of such relationship. The names of the libraries are as follows:

- Battle Creek Public Library.
- Bay City Public Library.
- Detroit Public Library.
- Dowagiac Ladies' Library.
- Grand Rapids Public School Library.
- Genesee and Burton Ladies' Library.
- Hackley Public Library, Muskegon.
- Kalamazoo Public Library.
- Lansing Public Library.
- Plainwell Ladies' Library.
- Port Huron Public Library.
- State Normal School Library.

Under the provisions of the law, thirty-five patrons of Associate Libraries have used books from the State Library; in no case has the privilege been abused and the results have been most satisfactory. Reports of Associate Libraries may be found in the supplement to this document.

TRAVELING LIBRARIES.

The most interesting and satisfactory results have been obtained from the Traveling Library system. Acting under section eighteen of the new law, libraries of fifty volumes each were carefully prepared and sent out to the following organizations:

- Twenty-five taxpayers in any community.
- Granges.
- Reading clubs and circles.
- Associate libraries.

The object of this distribution of libraries, under the auspices of the State, was to place the best literature in the hands of those who live at a distance from the large towns and literary centers; to aid study clubs who are deprived of the advantage of local libraries; and to develop in the remote portions of the commonwealth a desire for good books which would tend to the establishment of public libraries. The results have exceeded the expectations of the projectors of the movement. The libraries have, with one or two exceptions, gone to small towns and farming communities and the reports received from the local librarians have been in every case enthusiastic and commendatory. The first library was sent out May 14, 1895, to North Star; since that time libraries have been sent to the following places:

Alpine Grange.
Ann Arbor Y. M. C. A.
Bath,
Battle Creek Reading Circle.
Belding.
Big Rapids.
Bridgewater.
Burlington.
Cadillac.
Cadmus Grange.
Carson City.
Columbiaville, Rebecca Lodge.
Elba.
Fitchburg, Bunker Hill Grange.
Flint, Genesee and Burton L. L. A.
Flushing, Reading Club.
Four Towns.
Gagetown Farmers' Club.
Gilead Grange.
Gladwin Subscribing Association.
Hanover.
Ionia, Berlin Grange.
Ionia, Banner Grange.
Kenton.
Lawton.
Leslie Reading Club.
Litchfield Grange.
Mason Tourist Club.
North Star, Liberty Grange.
Norway, Y. M. C. A.
Owosso, Y. M. C. A.
Parkville Township.
Paw Paw Grange.
Romeo Monday Club.
Rose City.
Sagola Reading Club.
Saranac.
Sharon.

REPORT OF STATE LIBRARY

Standish.
Stony Creek Epworth League.
Twelve Corners Grange.
Vermontville.
Walworth, Rome Center Grange.

Forty-four libraries (37 regular, 5 special and 2 sections sent out uncatalogued) have been kept in circulation of which we have gathered the following statistics

Library.	Circulation.	Library.
1	226	16
2	233	17
3	396	18 and
4 and 4a	404	19
5	204	20
6	204	21
7	271	22
8 and 8a	205	23
9 and 9a	840	24 and
10	112	25
11 and 11a	158	26 and
12	157	27
13	85	28
14	317	29
15	283	31

Many interesting statistics might be given showing popularity of the books and the varying tastes of the libraries, but the consideration of this subject will be for a bulletin which we hope to issue in the near future.

In addition to the miscellaneous libraries, special libraries sent to study clubs in the following places:

Mason	.....
Big Rapids	..... English
Vermontville	..... French
Romeo	..... Mexican
Cadillac	..... Miscellaneous

The members of these clubs report that they would not have pursued their studies without the aid of the library.

The total circulation of the books from May, 1890, has been 7,473. The number of readers 1,483. With the exception of the above named places are now using their second set of books. The cards belonging to the first set having been returned it is impossible to give the exact number of books, but a very moderate estimate would place it at 1,000.

The highest circulation was reached at Walworth where number nine had a circulation of 349. Owosso follows with number sixteen being read 348 times.

to the necessity of keeping a close record of the readers kept the report of circulation down to 15 in one library; the others range from 73 to 349.

FOREIGN EXCHANGES.

Encouraging progress has been made in perfecting a system of foreign exchanges. From the British Government we have received the very valuable reports of the English Patent Office and have been placed on their list for current publications. Only three or four libraries in the United States have these valuable documents. Favorable responses to requests for exchange have been received from New Zealand, Argentine Republic, Chile, France and Germany, and shipments of Michigan documents are being made to these points.

MICHIGAN PIONEER AND HISTORICAL SOCIETY COLLECTIONS.

The work of gathering and compiling the early history of the State of Michigan has gone steadily on. Volumes 21 to 26 inclusive, have been added to the set, and their value is becoming more largely appreciated by the country at large. Their distribution to the school libraries has been continued, and by the direction of the executive committee of the Pioneer Society, "any district school having a library of twenty-five volumes, exclusive of State and government documents" may receive a set of the Pioneer Collections. Acting under this rule, sets of the publications have been sent to all parts of the State and form a valuable part of the district school libraries.

The Librarian wishes to respectfully urge upon your honorable body the necessity of carrying on this very important work. Time is rapidly obliterating the old landmarks, the pioneers are passing away and there will soon be no authentic sources from which can be gathered the early history of Michigan. It is hoped and believed that the generous support given to this work in the past will be accorded by the present legislature.

In conclusion the librarian wishes to call attention to the following facts:

It is generally acknowledged that the Michigan State Library is one of the strongest in the United States. It remains with your honorable body to decide whether it shall hold its position as a leader in library work, or recede from its enviable position. Working under the law of 1895, the State Library is not only a magnificent reference library for the student who may visit the department, but has also extended its help and influence to the most remote portions of the State. The traveling library system is in the interest of the constituency of every Michigan legislator; for the benefit of every county, township and district in the State. There is not a home in Michigan that is not interested in the success of the traveling library movement, not a taxpayer but should insist upon the support of a movement which is entirely in his interest. It is a pleasure to state that Michigan was the second State to adopt the traveling library system, following closely upon New York where the law was in operation a year earlier.

REPORT OF STATE LIBRARIAN

It is hoped and earnestly requested that when the maintenance of this system comes before you it prompt and generous approbation. In this connection fully urged to consider the idea of making a permanent support of the library. The Librarian could very advantage in arranging for the purchase of books fixed to a certainty. Many rare opportunities to buy of the uncertainty as to the amount of a future advantage of this plan is so obvious that it does not to ask your consideration of the subject.

Very respectfully,

MARY C

APPENDIX.

ADDITIONS MADE TO MICHIGAN STATE LIBRARY FROM JUNE 30, 1894, TO JULY 1, 1896.

- I. EXHIBIT A.—INTERSTATE EXCHANGES.
 - II. EXHIBIT B.—DONATIONS.
 - III. EXHIBIT C.—CASH LIST OF LAW BOOKS PURCHASED.
 - IV. EXHIBIT D.—CASH LIST OF MISCELLANEOUS BOOKS PURCHASED.
 - V. DISPOSITION OF MICHIGAN SUPREME COURT REPORTS.
 - VI. DISPOSITION OF MICHIGAN PIONEER COLLECTIONS.
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EXHIBIT A.

LIST OF INTERSTATE EXCHANGES.

	Vols.
ALABAMA.	
Acts, 1894-1895.....	1
Supreme court reports, vols. 97-104.....	8
ARIZONA.	
Laws, 1895.....	1
Legislative journals, 1895.....	1
ARKANSAS.	
Supreme court reports, vols. 58-60.....	8
CALIFORNIA.	
Blue book, or state register, 1895, 2 copies.....	2
Index to laws, 1850-1893.....	1
State library, trustees report, 1894, unbound.....	1
State mining bureau, bulletins, Nos. 2, 3, 4, 6, 8.....	5
Cooper, J. G., California fossils, parts 2-5, unbound.....	1
Mineralogist, report, 1892-94, unbound.....	1
Statutes and amendments to codes, 1895, 2 copies.....	2
Supreme court reports, vols. 100-109.....	10

CANADA DOMINION.

Vols.

Acts, 1894, vols. 1-2 in one; 1895, vols. 1-2 in one.....	2
Canadian archives, 1894-1895, unbound.....	2
Census of Canada, vol. 3.....	1
Geological survey, report, 1892-93, vol. 6, n. s.....	1
Journals of the house, vols. 28-29 (appendix to vol. 29, 1895).....	3
Journals of the senate, vols. 28-29.....	2
Royal Society of Canada, proceedings and transactions, vol. 12, 1894.....	1
Sessional papers, vol. 27, Nos. 1-17, 1894; vol. 28, Nos. 1-11, 1895.....	28
Supreme court reports, vols. 22-24.....	3
Toronto public library catalogue, 1896.....	1

MANITOBA.

Bulletins, Nos. 44-48, report on live stock, etc., pamphlets.....	5
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ONTARIO.

Legislative journals, vols. 27-28, 1895.....	2
Reports, vols. 24-26.....	3
Sessional papers, vol. 21, part 6, 1889; vol. 26, parts 1-10, 1894; vol. 27, parts 1-9; vol. 28, part 1, 1896.....	17
Statutes, 1895.....	1

QUEBEC.

Assembly journal, vol. 29, 1894-95.....	1
Council journal, vol. 28, 1894.....	1
Legislative journal, vol. 29, 1895.....	1
Sessional papers, vol. 25, parts 1-2, 1891, departmental reports; 1893, Nos. 1, 2, 3; 1894, Nos. 1, 2, 3.....	8
Statutes, 1895, 2 copies.....	2

COLORADO.

Assembly laws, 1895, 2 copies.....	2
Court of appeals report, vol. 4.....	2
Supreme court reports, vols. 19-20.....	3

CONNECTICUT.

Assembly acts, 1895, 2 copies, unbound.....	2
Special acts and resolutions, 1895, January session.....	1
Board of agriculture and experiment stations report, 1893-1894.....	2
Journal of the house, 1895.....	1
Journal of the senate, 1895.....	1
Public documents, 1894-1895.....	2
Public records, 1776-1778, inclusive.....	1
State register and manual, 1895-1896.....	2
Supreme court reports, vols. 62-66.....	5
Index digest, vols. 1-63, inclusive, pamphlet.....	1

DELAWARE.

Chancery reports, vol. 6.....	1
Court of errors and appeal, reports, vols. 8-9.....	2
Laws, 1895, unbound.....	1
Minuit, Peter, memorial.....	1
Revised statutes, 1852, as amended, 1893.....	1

FLORIDA.

Supreme court reports, vols. 32-35.....	4
---	---

GEORGIA.

Laws, 1894-1895.....	2
Journal of the house, 1894-1895.....	2
Journal of the senate, 1894-1895.....	2
Supreme court reports, vols. 91-96.....	6

ILLINOIS.

Assembly reports, 1890, vols. 1-5; 1892, vols. 1-6.....	11
Bureau of labor statistics, report, 1894.....	1
Geological survey, vols. 7-8.....	2
Journal of the house, 1893.....	1
Journal of the senate, 1893.....	1
Laws, regular and extra session, 1895.....	1
Supreme court reports, vols. 149-159.....	11

INDIANA.

	Vols.
Assembly laws, 1895.....	1
Appellate court reports, vols. 7-13.....	7
Documentary journal, 1894, parts 1-2.....	2
Journal of the house, 1895.....	1
Journal of the senate, 1895.....	1
Supreme court reports, vols. 135-142.....	8

IOWA.

Journal of the house, 1894.....	1
Journal of the senate, 1894.....	1
Legislative documents, 1894, vols. 1-5, inclusive.....	4
Session laws, 1888, 1890, 1892, 1894.....	4
State librarian, report, 1895.....	1
Supreme court reports, 85-91.....	11

KANSAS.

Board of railway commissioners, report, 1894-1895.....	2
Court of appeal reports, vol. 1.....	1
Journal of the house, 1895.....	1
Journal of the senate, 1895.....	1
Public documents, vols. 1-2, 1893-1894.....	2
Session laws, 1895.....	1
Supreme court reports, vols. 52-55.....	4

KENTUCKY.

Public documents, 1891-93, vol. 3; 1892, vol. 1; 1891-94, vol. 4; 1893-94, vol. 3.....	4
Statutes, 1894.....	1
Supreme court reports, vols. 93-95.....	3

LOUISIANA.

Acts, 1894.....	1
Annual reports, 1893, vol. 45, part 1.....	1
Journal of the house, 1894, unbound.....	1
Journal of the senate, 1894, unbound.....	1
Secretary of state, report, 1892-93, unbound.....	1
State librarian, report, 1892-94, pamphlet.....	1
Supreme court reports, 45-46.....	2

MAINE.

Adjutant general, report, 1893-94.....	1
Agent of Passamaquady tribe of Indians, report, 1894, pamphlet.....	1
Board of agriculture, report, 1893-1894.....	1
Board of state assessors, report.....	1
Commissioner of railroads, report, 1894-1895.....	1
Commissioner on contagious diseases of animals, report, 1893, pamphlet..	1
Forest commissioner, report, 1894.....	1
Industrial school for girls, report, 1894, unbound.....	1
Journal of the house, 1895.....	1
Journal of the senate, 1895.....	1
Laws, 1895.....	1
Legislative manual and register, 1894-95, 1895-96.....	2
Public documents, 1893, vols. 1-2.....	2
Registration report, 1892.....	1
School report, 1892-93, 1893-94.....	2
State board of health, 1892-1893, unbound.....	1
State librarian, report, 1893-1894, 2 copies.....	2
State prison, report, 1894.....	1
State reform school, report, 1893-1894 (1894-1895 unbound).....	3
State treasurer, report, 1894.....	1
Supreme court reports, vols. 86-87.....	2

MARYLAND.

Archives, proceedings and acts of general assembly, April, 1684-June, 1692, unbound.....	1
Court of appeals reports, vols. 76-81.....	6
Documents, house and senate, 1894.....	1
Journal of the house, 1894.....	1
Journal of the senate, 1894.....	1
Laws, 1894.....	1

MASSACHUSETTS.

Acts and resolves, 1
Acts and resolves, 2
Acts and resolves 3
Higginson, Thomas
of 1861-1865, vo
Laws, private and
Manual, 1895-1896
Public documents, 1
Seelye, Alfred, Old
State librarian, re
Supreme court rep

MINNESOTA.

Bulletins, Nos. 3, 7
Executive docume
Geological and nat
1889, 1893, 1894.
Geology of Minnes
Northwest weather
State librarian, rep
Supreme court rep

MISSISSIPPI.

Supreme court rep

MISSOURI.

Assembly laws, 188
Court of appeals re
Supreme court rep

MONTANA.

Codes and statutes,
Librarian, report, 1
State auditor, report
Supreme court rep

NEBRASKA.

Board of transport
Board of transport
Bureau of labor and
Dairymen's associat
Historical society, p
series), unbound.
Journal of the house
Journal of the senate
Laws, 1895.....
Life and fire insur
Public documents, 1
Roster of soldiers, s
war of rebellion, re
State banking board
State horticultural s
State poultry associ
State relief commiss
Supreme court rep
University agricultu
No. 8, pamphlet...
Report, 1894.....

NEVADA.

Adjutant general, re
Nevada and her reso
State librarian, rep

NEW HAMPSHIRE.

Journal of the house
Journal of the senate
Laws, 1895.....
State papers, 19 vols
State librarian, rep

NEW MEXICO.

	Vols.
Acts, 1895, unbound.....	1
Territorial auditor, report, 1892, 1894, unbound.....	2

NEW YORK.

Assembly documents, 1893, vols. 1-17; 1894, vols. 1-23.....	40
Assembly journal, 1893, vols. 1 (2 copies), 2.....	3
Commissioner of code revision, report, 1895, unbound.....	1
Constitutional convention documents, 1894, vols. 1-2.....	2
Journals, 1894, vols. 1-2.....	2
Proposed amendments to, 1894, vols. 1, 2, 3.....	3
Records, 1894, vols. 1-6; vol. 1 unbound.....	6
Court of appeals reports, vols. 142-148.....	7
Exhibit at World's Columbian Exposition, report, 1894.....	1
Fish, Hamilton, memorial proceedings, 1894.....	1
Journal of the senate, 1893.....	1
Laws, 1894.....	1
Manual, 1895.....	1
Regents of state museum, report, 1893.....	1
Regents of state university, bulletins, Nos. 23-34, 1 pamphlet, 3 unbound..	12
Extension bulletins, Nos. 8-12.....	5
Report, 1893, vols. 1-2.....	2
Revised constitution, as adopted by constitutional convention, 1894, unbound	1
Senate documents, 1893, vols. 1-7, inclusive.....	7
State library bulletins: legislation No. 6, December, 1895; additions No. 2, November, 1894; subject index of law additions.....	1
Report, 1893.....	1
State museum bulletins, vols. 3, Nos. 12, 13, 14, 2 unbound, 1 pamphlet....	3
Superintendent of public works, 1893, maps.....	..
Supreme court reports, vols. 83-99.....	17

NEW JERSEY.

Archives, vols. 11, 12, 18 (first series).....	3
Equity reports, vols. 50, 51, 52.....	3
Geological map of valley of the Passaic.....	1
Journal of the senate, 1893, 1894, 1895.....	3
Law reports, vol. 55.....	1
Laws, 1894-1895.....	2
Legislative documents, 1893, 1894, 1895, vols. 1-5, inclusive.....	15
Legislative manual, 1894, 1895, 1896.....	3
Minutes of general assembly, 1893, 1894, 1895.....	3
State geologist, report, 1894.....	1
State librarian, report, 1893, 1894, 1895, 1896.....	4
Supreme court reports, vols. 55-56.....	2

NORTH CAROLINA.

Bureau of labor statistics, report, 1894-1895.....	2
Public laws and resolutions, 1895.....	1
Supreme court reports, vols. 114-116.....	3

NORTH DAKOTA.

Codes, 1895.....	1
Journal of the house, 1895.....	1
Journal of the Senate, 1895.....	1
Laws, 1895.....	1
State librarian, report, 1894.....	1
Supreme court reports, vols. 3-4.....	2

OHIO.

Board of agriculture, report, 1893.....	1
Board of correction and charities' bulletin, 1895, pamphlet.....	1
Proceedings of conference, October, 1895, unbound.....	1
Prison Sunday circular, No. 5, pamphlet.....	1
Report, 1893, unbound.....	1
Building and loan association, report, 1893.....	1
Bureau of labor statistics, report, 1893.....	1

OHIO—Continued.

Vols.

Chief inspector of mines, report, 1893.....	1
Commissioner of railroads and telegraphs, report, 1893, unbound.....	1
Executive documents, 1893, vols. 1-3, inclusive.....	3
Fire insurance, report, 1893.....	1
Geological survey, report, 1893, vol. 7.....	1
Inspection of workshops and factories, report, 1893, unbound.....	1
Journal of the house, 1894.....	1
Journal of the senate, 1894.....	1
Laws, 1894.....	1
Life insurance, report, 1893.....	1
Secretary of state, report, 1893.....	1
School commissioner, report, 1893.....	1
State auditor, report, 1893.....	1
State library, report, 1893, 1894, 1895, 2 pamphlets, 1 unbound.....	3
Supreme court reports, vols. 50-51.....	2
Weather and crop service report, September, 1894; August, October, 1895; January, April, 1896; pamphlets.....	4

OKLAHOMA.

Supreme court reports, vols. 2-3.....	2
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OREGON.

Laws, 1895.....	1
Supreme court reports, vols. 24-27.....	4

PENNSYLVANIA.

Adjutant general, report, 1893.....	1
Attorney general, report, 1893-1894.....	2
Auditor general, report, 1893 (2 copies), 1894.....	3
Banks, saving institutions and trust companies, report, 1893, 1894.....	2
Blaine, James G. Memorial services relating to.....	1
Board of agriculture, report, 1893.....	1
Commissioner of sinking fund, report, 1893.....	1
Factory inspector, report, 1893.....	1
Fire and marine insurance, report, 1893.....	1
Fish commissioner, report, 1893-1894.....	1
Geological survey, report, 1893.....	1
Atlas to final report, 1893.....	1
Maps of Berks and Huntingdon counties.....	2
Maps of South Mountain district, sheets C, 1 and 2, D, 2.....	3
Inspector of coal mines, report, 1893.....	1
Journal of the house, 1893.....	1
Journal of the senate, 1893.....	1
Laws, 1895.....	1
Legislative handbook, 1894, 1895, 1896.....	3
Lemon, Michael B., of Pennsylvania, memorial, 1895.....	1
Life insurance, report, 1893.....	1
McClure, M. K. Life and services of Andrew G. Curtin, address.....	1
Official documents, 1893, vols. 1-8, inclusive; 1894, vols. 1-10.....	18
Secretary of internal affairs, 1893, parts 1-4.....	4
State board of health, report, 1893.....	1
Vital statistics, 1893.....	1
State college, 1893-1894.....	2
State librarian, report, 1894, 2 copies.....	2
State treasurer, 1893-1894.....	2
Superintendent of public instruction, report, 1893-1894.....	2
Superintendent of public printing and binding, report, 1893, pamphlet....	1
Supreme court reports, vols. 159-171.....	13

RHODE ISLAND.

Acts and laws, 1719 (facsimile reprint), unbound.....	1
Acts, resolves and reports, 1893.....	1
General laws, 1896.....	1
Public laws, 1894 (May session), pamphlet, January session, unbound.....	2
Supreme court reports, 18 vols.....	1
Vital records, 1636-1850, vols. 5, 6, first series, (in one), 7, 8, second series..	4

		Vols.
SOUTH CAROLINA.		
Acts, 1894.....		1
Constitution ratified in convention Dec. 4, 1895, unbound.....		1
Evans, Governor John Gay. Message relative to dispensary law, etc.. February, 1894, pamphlet.....		1
Journal of the house, 1894.....		1
Journal of the senate, 1894.....		1
Reports and resolutions, 1894, vols. 1-2.....		2
Revised statutes, vols. 1-2, 1893.....		2
Supreme court reports, 39-43.....		5
SOUTH DAKOTA.		
Laws, 1895.....		1
Public documents, 1894.....		1
Supreme court reports, vols. 2-5.....		4
TENNESSEE.		
Acts, 1895, 2 copies.....		2
Journal of the house, 1895.....		1
Extra session, 1895.....		1
Journal of the senate, 1895.....		1
Extra session, 1895.....		1
Supreme court reports, vols. 93-94.....		2
TEXAS.		
Civil appeal reports, vols. 6-7.....		2
Criminal reports, vol. 33.....		1
Journal of the house, 1895, 2 copies.....		2
Journal of the senate, 1895, 2 copies.....		2
Laws, 1895, January session, 2 copies, unbound.....		2
October session, 1895, 4 copies, pamphlets.....		4
Supreme court reports, vols. 86-87.....		2
UTAH.		
Council journal, 1893, unbound.....		1
House journal, 1893, unbound.....		1
Laws, 1894-1896, unbound.....		2
Supreme court reports, vols. 9-11.....		3
Utah at World's Columbian Exposition.....		1
VERMONT.		
Agricultural report, 1892-1893, 1893-1894.....		2
Commissioner of fisheries and game, report, 1894, unbound.....		1
Dairymen's association, report, 1894-1895.....		2
Fuller, Governor Levi K. Message, 1894, pamphlet.....		1
Houghton, Henry O. Address on early printing in America, pamphlet....		1
Inspector of finance, report, 1893-1894, unbound.....		2
Insurance commissioner, report, 1893, 1894, 1895.....		3
Journal of the house, 1894.....		1
Journal of the senate, 1894.....		1
Laws, 1894.....		1
Legislative directory, 1894.....		1
List of farms and summer homes in Vermont, 1895, unbound.....		1
Marsh, George P., catalogue of library of.....		1
Marshall, Edward P., the Ancestry of General Grant, and their contemporaries		1
Protestant Episcopal church in Vermont, 1790-1832, documentary history of		1
Railroad commissioner, report, 1894.....		1
Registration, report, 1893-1894.....		2
School report, 1894.....		1
Soldiers' home, report, 1894, pamphlet.....		1
State board of health, report, 1893-1894.....		2
State officers, report, 1893-1894.....		1
Statutes, 1894.....		1
Supervisors of insane, 1893-1894, pamphlet.....		1
Supreme court reports, 66-67.....		2
Vermont at World's Columbian exposition, 1893, pamphlet.....		1

APPENDIX.

WASHINGTON STATE.

Journal of the house, 1895.....
Journal of the senate, 1895.....
Laws, 1895.....
Supreme court reports, vols. 8-12.....

WEST VIRGINIA.

Court of appeals reports, vol. 19.....
Supreme court reports, 39.....

WISCONSIN.

Farmers' Institutes, hand-book of agriculture, bulletin No.....
Journal of the assembly, 1895.....
Journal of the senate, 1895.....
Public documents, 1893-1894, vols. 1-2.....
State historical society collections, vol. 13.....
Supreme court reports, 86-90.....
University agricultural experiment station, bulletins No.....
pamphlets.....
Reports, 1893, 1894, 1895.....

WYOMING.

Session laws, 1895, unbound.....

FOREIGN EXCHANGE.

ARGENTINE REPUBLIC.

La Cuestion missones, Trabajos, publicados en el buletin
graphico Argentino, unbound.....
Mensaje del presidente de la republica al honorable
nacion, May, 1894, unbound.....
Message of president of republic on opening of cong
unbound.....
Meron, Martin, Garcia, literary sketches of Argentine wi
by R. G. M.....
Pabellon, Argentino, 1894, pamphlet.....
Reciprocidad comercial negociaciones entre estados unido
Argentina, unbound.....
Zeballos, Estanislao S., arbitration on misliones, 1893, unbo
Arbitration on misliones, argument of Argentine repu
ments and maps.....
Arbitration on part of the national territory of in
Argentine evidence.....
Limites entre las Republicas Argentina y del Brasil, 1892, u

AUSTRALIA.

Laws, vol. 1, Nos. 1-13; vol. 2, Nos. 14-154.....

GREAT BRITAIN.

Patents for inventions, abridgments of specifications, 1617
40 pamphlets, 245 unbound, 7 bound.....
1884-1888, 24 vols., 10 pamphlets, 16 unbound.....

ROYAL OBSERVATORY.

Astronomical results and observations, 1891, 1892....
Introduction to, 1891, 1892.....
Gill, David, heliometer observations for determin
parallax.....
Magnetical and meteorological observations, 1891, 189
Results of meridian observation of stars, 1885, 1887...
Spectroscopic and photographic results, 1891, 1892...

ROYAL SOCIETY OF CANADA.

Summary of original articles which appeared in Canad
pamphlet.....
Transactions, 1893, vol. 1.....

NEW SOUTH WALES.

	Vols.
Bartam, G. B., draft bill to constitute commonwealth of Australia, as adopted by convention of 1891.....	1
Blue book, 1894.....	1
Boulton, J. W., report on artesian boring, unbound.....	1
Brewer, F. C., the drama and music of, unbound.....	1
Census N. S. W., 1891.....	1
Coghlan, T. A., seven colonies of Australia, statistical account, unbound..	1
Wealth and Progress of N. S. W., 1892, 1893, 1894, vol. 1.....	3
Cohen, Philip, marine fish and fisheries, pamphlet.....	1
Collection of statutes of practical utility, colonial and imperial, 2 vols....	2
Colonial statutes, chronological table and general index.....	1
Department of mines and agriculture, report, 1892, 1893, 1894, unbound...	3
Department of lands, report, 1892, 1893, 1894.....	3
Department of public works, report, 1891, 1892, 1893, 1894, unbound.....	3
Dowling, Edward, Australia and America in 1892, unbound.....	1
Executive commissioner to Columbian exposition, 1893, report.....	1
Fire brigade's board, eleventh annual report, 1894-95, pamphlet.....	1
Frazer, John, Aborigines of New South Wales, unbound.....	1
Historical records, 1793, 1795, vol. 2.....	1
Hyman, Coleman P., account of coins, coinage and currency of Australia, unbound.....	1
Institution for deaf, dumb and blind, report, 1893, 1895, unbound.....	2
Mackay, Angus, introduction to Australia agriculture, practice for teachers and pupils of public schools, unbound.....	1
Maps of electoral districts.....	1
Miller, George, prison system, pamphlet.....	1
Moore, Charles, Flora of New South Wales, handbook.....	1
Parliamentary standing committee on public works, annual statement....	1
National Australian convention, 1891, proceedings.....	1
Physical geography and climate (second edition), pamphlet.....	1
Progress and resources, with colored diagram, pamphlet.....	1
Pulsford, Edward, rise, progress and present position of trade and commerce, unbound.....	1
Railway commissioner, report, 1894, unbound.....	1
Richard, Thomas, New South Wales in 1881, 2 copies, unbound.....	2
Royal commission on alleged Chinese gambling, immorality, etc., report, 1891, unbound.....	1
Royal commission on fisheries, report, 1894, unbound.....	1
Royal commission to inquire into civil service report, 1895, unbound.....	1
Sheep and wool, pamphlet.....	1
Sydney harbor, views from north shore.....	1
observatory double star results, 1871-1881.....	1
State children's relief department, report, 1892, 1893, pamphlets.....	2
Statutes, public and private, 1879-80, 1892-93, 15 vols.....	15
Vols. 1, 2.....	2
Index.....	1
Thompson, Lindsay G., history of fisheries, unbound.....	1
Turner, Fred, forage plants of Australia, unbound.....	1
Warren, W. H., Australian timbers.....	1
Woolls, W., plants indigenous and naturalized in neighborhood of Sydney, unbound.....	1
Year book, 1894.....	1

SWEDEN.

ACADEMY OF SCIENCES.

Congres international d'anthropologie and d'archéologie préhistorique, 1874, vols. 1-2, unbound.....	1
Hildebrand, Bror Emil, Antiquarisk Tidskrift for Sverige, in parts.....	32
Kongl. Vitterhets, historie och antikvitets akademien handlingar, reports, 1876-1885, Nos. 21-30, n. s., unbound.....	10
Mandasblad, 1872-1877, 1882, 1883, 1886-1891, unbound.....	14

SOUTH AUSTRALIA.

Acts of parliament, 1895, unbound, 1896.....	2
Proceedings of parliament, 1894, vols. 1-2.....	2

EXHIBIT B.

LIST OF DONATIONS—BOOKS, PAMPHLETS, ETC.

UNITED STATES.

Bureau of American Republics.

	Vols.
Bulletin No. 52, Santo Domingo, unbound.....	1
Bulletin No. 54, Paraguay, unbound.....	1
Bulletin No. 57, Honduras, unbound.....	1
Bulletin No. 58, Salvador, unbound.....	1
Bulletin No. 60, Peru, unbound.....	1
Bulletin No. 64, Ecuador, unbound.....	1
Monthly bulletin, June, 1894, commercial and industrial information, etc., unbound.....	1
Monthly bulletins, July, November, October, 1894, American live stock, etc., unbound.....	3
Monthly bulletin, vol. 2, No. 6, December, 1894, unbound.....	1
Republic of Costa Rica, 1893 (special bulletin), April, 1894, unbound.....	1
Republic of Guatemala, Central America, descriptive account of, pamphlet	1

Bureau of Education.

Catalogue of Russian section at World's Columbian exposition, 1893.....	1
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Hartford city directory, 1847.....	1
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Incorporation of town of Lowell, Massachusetts, proceedings of semi-centennial, March 1, 1876.....	1
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Board health, reports, 1867, 1870-71, 1872-73.....	3
Board police justices, report, 1875, 1877-81.....	6
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Historical record, vol. 4, Nos. 5, 6; vol. 5, No. 4; vol. 6, Nos. 1-4; vol. 7, Nos. 1, 2, 3, 1894, 1895, 1896, pamphlets.....	10
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<i>Indian Rights Association.</i>	
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Michigan Press Association.

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Minneapolis Public Library.

Annual report, 1894, pamphlet.....	1
City of Minneapolis, annual reports, 1895.....	1

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Minnesota Historical Society.

- Baker, James H. Source of the Mississippi. (Minnesota historical collections, vol. 6, part 1), pamphlet.....
 Biennial report, 1894-1895, pamphlet.....
 Collections, vol. 6, part 3, unbound.....

Missouri Historical Society.

- President's address, constitution and by-laws, 1894, pamphlet.....

Mount Holyoke College.

- Annual, 1894-95, pamphlet.....

Museum of Fine Arts.

- Trustees, report, 1894, 1895, unbound.....

O & C Co., Chicago.

- Reece, Benjamin. Value of plates in track repairs, unbound.....

Oberlin College.

- Annual reports, 1895
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 Papers of Ohio church society, vols. 1-6, (2 and 3 in one), unbound.....

Ohio Bar Association.

- Reports, vols. 2-16, 4 cloth, 12 unbound.....
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- Catalogue, 1895-96, unbound.....

Oneida Historical Society.

- Transactions, 1892-94, unbound.....

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- Barrows, Isabel C. Proceedings, 1894.....

National Divorce Reform League.

- Report, 1892, 1893, pamphlets.....

Nebraska Historical Society.

- Proceedings and collections, vol. 1, Nos. 2, 3 (2d series), unbound.....

Newberry Library, Chicago.

- Report, 1892, 1893-94, pamphlets.....

New England Historic Genealogical Society.

- Proceedings of annual meetings, 1865-1894, except 1866-1879, 1883.....
 Register, vols. 40, 41, 44, 47, 49, Nos. 140, 141, 142, 146, 147, 187, 193, 1886, 1887, 1890, 1893, 1895, unbound.....

New Haven Historical Society.

- New Haven colony papers, vol. 1.....

Nevin Memorial Library, Methuen, Mass.

- Catalogue, vols. 1-2.....

New York Bar Association.

- Annual report, 1894, 1896, with charter, constitution, etc., unbound.....

New York Law School.

- Catalogue, 1895-96.....

Northwestern University Law School, Chicago.

- Circular of information, 1896-97, pamphlet.....

Nova Scotia Historical Society.

- Collections, vols. 2-9 inclusive, 1879-95.....

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Catalogue, 1894-95.....	1
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<i>Reynolds Library, Rochester, N. Y.</i>	
Transactions of American Medical Association, vols. 7-33, except vols. 14, 20, 22, 24, 28.....	22
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Circular, 1895, pamphlet.....	1
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Ontario practice reports, vol. 15.....	1
Quebec queen's bench reports, vols. 2, 3.....	2
Quebec superior court reports, vols. 2-6.....	5
Supreme court reports, vols. 22, 28.....	2
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Cheever's corporation form book.....	1

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Digest of English statutes in force, 1776.....	1
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No. of copies on hand June 30, 1896.....	36
VOLUME 89.—No. of copies on hand June 30, 1894.....	49
No. distributed	11
No. of copies on hand June 30, 1896.....	33
VOLUME 90.—No. of copies on hand June 30, 1894.....	48
No. distributed	11
No. of copies on hand June 30, 1896.....	37
VOLUME 91.—No. of copies on hand June 30, 1894.....	48
No. distributed	11
No. of copies on hand June 30, 1896.....	37
VOLUME 92.—No. of copies on hand June 30, 1894.....	47
No. distributed	12
No. of copies on hand June 30, 1896.....	35

VOLUME 93.—No. of copies on hand June 30, 1894.....	48
No. distributed	15
No. of copies on hand June 30, 1896.....	33
VOLUME 94.—No. of copies on hand June 30, 1894.....	46
No. distributed	13
No. of copies on hand June 30, 1896.....	33
VOLUME 95.—No. of copies on hand June 30, 1894.....	43
No. distributed	18
No. of copies on hand June 30, 1896.....	30
VOLUME 96.—No. of copies on hand June 30, 1894.....	40
No. distributed	10
No. of copies on hand June 30, 1896.....	30
VOLUME 97.—No. of copies on hand June 30, 1894.....	45
No. distributed	12
No. of copies on hand June 30, 1896.....	33
VOLUME 98.—No. of copies on hand June 30, 1894.....	99
No. distributed	62
No. of copies on hand June 30, 1896.....	37
VOLUME 99.—No. of copies on hand June 30, 1894.....	350
No. distributed	310
No. of copies on hand June 30, 1896.....	40
VOLUME 100.—No. of copies on hand June 30, 1894.....	350
No. distributed	318
No. of copies on hand June 30, 1896.....	32
VOLUME 101.—No. of copies on hand June 30, 1894.....	350
No. distributed	304
No. of copies on hand June 30, 1896.....	46
VOLUME 102.—No. of copies on hand June 30, 1894.....	350
No. distributed	307
No. of copies on hand June 30, 1896.....	43
VOLUME 103.—No. of copies on hand June 30, 1894.....	350
No. distributed	296
No. of copies on hand June 30, 1896.....	54
VOLUME 104.—No. of copies on hand June 30, 1894.....	350
No. distributed	290
No. of copies on hand June 30, 1896.....	60

RECAPITULATION.

Total No. of copies on hand June 30, 1894.....	3,046
Total No. received from State Printer	2,100
Total	<u>5,146</u>
Total No. of copies distributed	2,385
Total No. on hand June 30, 1896.....	2,761
Total	<u>5,146</u>

DISPOSITION OF MICHIGAN SUPREME COURT REPORTS, SECOND EDITION.

VOLUME 23.—No. of copies on hand June 30, 1894.....	200	
No. exchanged.....	10	
No. of copies on hand June 30, 1896.....	190	
VOLUME 24.—No. of copies on hand June 30, 1894.....	208	
No. exchanged.....	8	
No. of copies on hand June 30, 1896.....	195	
VOLUME 25.—No. of copies on hand June 30, 1894.....	85	
No. sold for cash.....	20	
Cash received for same.....		\$35 00
No. exchanged.....	51	
No. of copies on hand June 30, 1896.....	23	
VOLUME 26.—No. of copies on hand June 30, 1894.....	157	
No. sold for cash.....	9	
Cash received for same.....		15 75
No. exchanged.....	51	
No. of copies on hand June 30, 1896.....	97	
VOLUME 27.—No. of copies on hand June 30, 1894.....	153	
No. sold for cash.....	8	
Cash received for same.....		14 00
No. exchanged.....	51	
No. of copies on hand June 30, 1896.....	94	
VOLUME 28.—No. of copies on hand June 30, 1894.....	162	
No. sold for cash.....	8	
Cash received for same.....		14 00
No. exchanged.....	53	
No. of copies on hand June 30, 1896.....	101	
VOLUME 29.—No. of copies on hand June 30, 1894.....	162	
No. sold for cash.....	10	
Cash received for same.....		17 50
No. exchanged.....	52	
No. of copies on hand June 30, 1896.....	100	
VOLUME 31.—No. of copies on hand June 30, 1894.....	4	
No. exchanged.....	2	
No. of copies on hand June 30, 1896.....	2	
VOLUME 37.—No. of copies on hand June 30, 1894.....	31	
No. exchanged.....	31	
No. of copies on hand June 30, 1896.....	0	

RECAPITULATION.

No. of copies on hand June 30, 1894.....	1,157
No. of copies on hand June 30, 1896.....	802
No. sold for cash.....	55
No. exchanged.....	800
	<u>1,157</u>

VOLUME 19.—No. of copies on hand June 30, 1894.	1,478	
No. sold for cash	5	
Cash received for same		\$3 75
No. distributed	130	
No. of copies on hand June 30, 1896.	1,343	
VOLUME 20.—No. of copies on hand June 30, 1894.	1,546	
No. sold for cash	6	
Cash received for same		4 50
No. distributed	219	
No. of copies on hand June 30, 1896.	1,321	
VOLUME 21.—No. of copies on hand June 30, 1894.	1,915	
No. sold for cash	11	
Cash received for same		8 25
No. distributed	482	
No. of copies on hand June 30, 1896.	1,422	
VOLUME 22.—No. of copies received.	2,000	
No. sold for cash	7	
Cash received for same		5 25
No. distributed	582	
No. of copies on hand June 30, 1896.	1,411	
VOLUME 23.—No. of copies received.	2,000	
No. sold for cash	7	
Cash received for same		5 25
No. distributed	538	
No. of copies on hand June 30, 1896.	1,455	
VOLUME 24.—No. of copies received.	2,000	
No. sold for cash	1	
Cash received for same		75
No. distributed	339	
No. of copies on hand June 30, 1896.	1,660	
VOLUME 25.—No. of copies received.	2,000	
No. sold for cash	1	
Cash received for same		75
No. distributed	152	
No. of copies on hand June 30, 1896.	1,847	
VOLUME 26.—No. of copies received.	2,000	
No. distributed	108	
No. of copies on hand June 30, 1896.	1,897	

RECAPITULATION.

Total No. of copies on hand June 30, 1894.	25,725	
Total No. received from state printer.	10,000	
Total.	35,725	
Total No. of copies sold for cash.	47	
Cash received for same.		35 25
Total No. distributed.	4,912	
Total No. on hand June 30, 1896.	30,766	
Total.	35,725	

SUPPLEMENT.

I. REPORT OF ASSOCIATE LIBRARIES.

**II. CATALOGUE OF JENISON COLLECTION OF BOOKS
RELATING TO MICHIGAN.**

ASSOCIATE LIBRARIES.

REPORTS.

BATTLE CREEK PUBLIC SCHOOL LIBRARY.

Associate Library No. 9.

The Battle Creek Public School Library was founded in 1870. The number of volumes in the Library June 30, 1896, was 18,749; 955 volumes were added during the year, 685 purchased, 270 given; 40,264 volumes were issued for home use, none for use in the library. The library was open 270 days during the year; 40 hours each week for lending. It is general and free to the public.

Receipts from invested funds	\$600 00
" from school fund and county fines.....	1,021 00
" from other sources	140 00
Total	<u>\$1,761 00</u>
Payments for books	\$500 00
" for serials	225 00
" for salaries	700 00
Total	<u>\$1,425 00</u>

The librarian is Mrs. Fannie A. Brewer. Books purchased with the interest accumulating annually from a bequest of \$10,000 from the estate of the Hon. Henry B. Denham; the current expenses are paid from the school fund.

BAY CITY PUBLIC LIBRARY.

Associate Library No. 4.

The Bay City Public Library was founded in 1870 as Young Men's Association Library, reorganized in 1877 as Bay City Public Library. Its fiscal year ended March 15, 1896. On that date there were 15,987 volumes in the library; 770 volumes were added during the year. Of these, 229 were given, 541 purchased. The number of volumes issued for home use was 46,030, no record being kept of books used in the library. The library is general, supported by taxation, and open to the public for reference and lending. The doors were open 307 days in the year, 30 hours each week for lending and reading.

Receipts from taxation	\$1,824 19
" from other sources.....	1,510 96
Total	<u>\$2,835 15</u>

Payment for books	\$453 56
“ for serials	68 76
“ for binding	37 00
“ for salaries	1,118 00
“ for other expenses	1,171 38
Total	<u>\$2,844 69</u>

The library has no building. Mrs. Annie F. Parsons is librarian, Mr. Hamilton M. Wright president of the board of trustees. The library is general; it is free to the public for reference and lending and is supported by taxation.

DETROIT PUBLIC LIBRARY.

Associate Library No. 2.

The Detroit Public Library was founded in 1865. At the close of the fiscal year ending December, 1895, there was 139,360 volumes in the library. During the year 12,033 volumes have been added, 3,310 volumes given, 8,723 purchased; 343,409 volumes were issued for home use, 347,224 for use in the library. The doors have been open 364 days during the year, 72 hours each week for lending, 79 hours for reading. The library is a general public school library, supported by taxation and free to the public for lending and reference.

Receipts from local taxation	\$40,525 75
“ from other sources	8,665 87
Total	<u>\$49,191 62</u>

Payments for books	\$9,385 55
“ for serials and binding	5,428 57
“ for salaries	19,617 72
“ for other expenses	6,965 74
Total	<u>\$41,417 58</u>

The library occupies a library building, which has recently been enlarged, adding a stack room capable of storing 100,000 books, enlarging the general reading room, doubling the capacity of the reference room, and adding a children's reading room, 30x40 feet in size. The librarian is Mr. Henry M. Utley, appointed by the board of control.

GENESEE AND BURTON LADIES' LIBRARY.

Associate Library No. 5.

The Genesee and Burton Ladies' Library is located in Burton, Genesee county. It was founded in 1885. The total number of volumes in the library at the close of the year ending June 30, 1896, was 1,208. No books were given or purchased during the year. The library has been open 26 days during the year, two hours each week for lending. The receipts have been \$10.00, for annual dues; expenditures, \$5.00. The library is controlled by the members, supported by fees, and the subscription is open to all. Mrs. Ada Dennis is the librarian, and Mrs. J. Cross the president of the association.

gave an additional sum of twenty-five thousand dollars to be used in furnishing the building and in the purchase of books. The result of this generosity is a magnificent building and a library of nearly twenty-five thousand volumes. Miss Julia S. Wood is the librarian, Mr. Charles H. Hackley president of the board of education.

KALAMAZOO PUBLIC LIBRARY.

Associate Library No. 8.

The Kalamazoo Public Library was founded in 1846. Its fiscal year closed June 30, 1896. On that date there were 22,613 volumes in the library. During the year, 1,459 volumes have been added, 1,161 bought, 298 given; 50,368 volumes were issued for home use. The library has been open 306 days during the year, 57 hours weekly for lending, 70 hours for reading.

Receipts from local taxation	\$500 00
" from library fines, etc.....	631 07
" from fines on books.....	199 36
" from gifts	7 75
Total	<u>\$1,338 18</u>
Payments for books	\$2,128 19
" for serials and binding	445 00
" for salary	1,694 00
" for other expenses	1,500 00
Total	<u>\$5,767 19</u>

The library is a general school district library, supported by taxation and fees. It is free to the public for lending and reference. Isabella C. Roberts is the librarian, John De Visser president of the board.

LANSING PUBLIC LIBRARY.

Associate Library No. 6.

The Lansing Public Library was established in 1882. At that time the "Lansing Library Association" gave fifteen hundred volumes to the school library conditional upon the board making it a public library. At the same time the "Young Men's Christian Association" gave fifteen hundred dollars for the purchase of books, a like sum being appropriated by the board of education. From this has grown the present public library. At the close of June, 1896, the number of volumes in the library was 8,303; volumes added during the year by purchase, 90; volumes issued for home use, 29,571; days open during the year, 287; hours open each week for lending and reading, 46 during the school year, 24 hours during the vacation. The library is general, free to the public for lending and reference, and supported by taxation. The financial transactions of the year ending June 30, 1896, are as follows:

Receipts, balance	\$362 49
" local taxation	500 00
" other sources	497 18
Total	<u>\$1,359 67</u>

STATE NORMAL SCHOOL LIBRARY.

Associate Library No. 11.

The Normal School Library was founded in 1853. The number of volumes in the library at the close of the fiscal year was 16,145 bound volumes and 550 pamphlets; 236 volumes were given during the year and 869 volumes were purchased; 38,400 volumes were issued for home use, 96,000 were used in the library. The library has been open 302 days during the year, 9 hours daily during the term, and 4 hours during vacation. The expenditures have been:

Payments for books	\$1,215 50
" for serials	247 13
" for binding	231 05
" for salaries	1,000 00
" for printing, etc.	100 00
 Total	 \$2,793 68

The library is general, free to the students and also the public for reference. The following improvements have been made: 140 feet of new shelving have been added, a small room has been utilized for storing books not in constant demand, and there has been a readjustment of shelving and furniture, increasing the convenience of the library. The librarian is Miss Genevieve M. Walton.

J E N

Almanacs.

Almanacs for
Ames, 1741, 1
American ant
Annual, 1882,
Annual of phi
Ayer's, 1881,
wegian, Sw
Beers, 1808, 1
Billings, Josh,
(Contains a
Bow Bells, 18
Catholic fami
Catholic fami
Christian alm
Christian alm
Christian alm
Crockett's, D
Democratic a
Detroit almar
Elgin Watch
Farmer's cale
Farmers, plan
Franklin almi
Herrick's, 187
Hutchin's, 18
Irish-America
Jaynes' medic
McLean's, 188
Methodist aln
Michigan alm
Middlebrook's
vol. 2.
Mining journa
Nast's illustra
National Clay
New York aln
1881-1888.

Almanacs—Continued.

- New York underwriters' almanac, 1881, ill., New York, n. d. *See* vol. 4.
 Northwestern medical almanac, 1866, n. p., n. d. *See* vol. 6.
 Old rough and ready almanac, 1849, ill., Cincinnati, n. d. *See* vol. 4.
 Rush's almanac and guide to health, 1871, New York, 1870. *See* vol. 7.
 Sanford's almanac, 1820, Bridgeport, n. d. *See* vol. 2.
 Seymour's almanac, 1828, Danbury, n. d. *See* vol. 2.
 Shaker's almanac, and cooking recipes, 1883, 1886, ill., n. p., n. d. *See* vol. 4.
 St. John's family almanac, 1872, New York, n. d. *See* vol. 7.
 Town and country almanac, 1822, Worcester, n. d. *See* vol. 2.
 Vennor's weather almanac, 1882-1884, Philadelphia, Baltimore and New York, 1881-1884. *See* vol. 5.
 Vinegar bitters almanac, 1873, San Francisco, n. d. *See* vol. 9.
 Webster's calendar, 1819, Albany, n. d. *See* vol. 1.
 Western almanac, 1836, Detroit, 1835. *See* vol. 8.
 Whitaker's almanac, 1877, London, n. d. *See* vol. 12.
- Alvord, J. W. Letters from the south to Gen. O. O. Howard, Washington, 1870. *See* pam. vol. 7.
 Ayer, I. Report to the secretary of the treasury on the tin-plate industry, 1892. *See* pam. vol. 25.
- Arithmetics.**
 Adam's new arithmetic, Keene, 1827.
 Chase's elements of arithmetic, Philadelphia, 1844.
 Daboll's arithmetic, n. p., n. d.
 Emerson's North American arithmetic, part 3, Boston, 1844.
 Stoddard's American intellectual arithmetic, New York, 1865.
- Barber, J. W. Pictorial history. *See* New York.
 Barnard, H. M. Chorpenning case, n. p., n. d. *See* pam. vol. 26.
 Beecher, H. W. Letters of 1870. *See* pam. vol. 28. (Contains autograph.)
 Bible. English version of, the polyglott testaments, Baltimore, 1837.
 Blaine, J. G. Letter to Sumner opposing Greeley, 1872. *See* pam. vol. 27.
 Blaine and Logan.
 Portraits of.
 Song book.
 True republican, New York, Sept. 26-Oct. 31, 1884. (Devoted to the interests of Blaine and Logan.) *See* pam. vol. 19.
- Bloss, J. B. Special taxation of the liquor traffic. Detroit, n. d. *See* pam. vol. 28.
- Badges.**
 Centennial badges. *See* centennial vol.
 Cleveland and Thurman, Cleveland and Stevenson. *See* pam. vols. 2, 5, and 26.
 Harrison and Morton. *See* pam. vol. 26.
 Harrison and Reed. *See* pam. vol. 26.
- Camp, garrison and guard duties. Lansing, 1860. *See* almanac, vol. 15.
 Campaign document. Detroit, 1856. *See* pam. vol. 1.
 Campaign issues. Chicago, 1864. *See* pam. vol. 5.
 Campaign primer, ill., New York, 1880. *See* pam. vol. 16.
 Campaign verses. *See* pam. vol. 24.
 Campbell, J. S. The future capital of the United States. Mt. Clemens, 1869. *See* pam. vol. 6.
 Cardiff giant humbug, ill., Fort Dodge, 1870. *See* almanac, vol. 9.
 Cardiff giant. Syracuse, 1869. *See* almanac, vol. 9. (Contains many newspaper clippings.)
 Cass, L. Letter in regard to the Wilmot proviso. 1847. *See* pam. vol. 3.
- Centennial exposition, 1876, bound in one vol.**
 Baird, R. G. The prospective benefits of the centennial exposition, an address delivered at the Coldwater farmers' institute, 1876, p. 80.
 Buildings, views of, pp. ½, 1.
 Centennial award medals, cuts of, p. 11.
 Centennial badges, p. 5.
 Centennial book, presented by Orange, Judd Co., New York, p. 18.
 Centennial calendar, Howe Insurance Co., ill., p. 9.
 Centennial exhibition, opening of, p. 15.
 Centennial flags, pp. 2, 3, 18, 22, 26.
 Centennial memorial, facsimile of the Declaration of Independence, p. 29.
 Centennial of American independence. Ill. pam., p. 9.

Centennial exposition—Continued.

Centennial postoffice, p. 12.

Centennial postage stamps, p. 5.

Detroit centennial celebration, p. 9.

Badges.

Chaplain of the day.

Common council.

Detroit commandery, No. 1, K. T.

Grand marshal.

Orator of the day.

President of the common council.

President of the day.

Reader of the day.

Founding of the American republic. Ill. pam., p. 23.

Grand Exposition hotel, Philadelphia, menu and wine list of, p. 33.

Grounds, balloon view of, p. 23.

International exhibition. Ill. pam., p. 8.

Jerome, G. H. Centennial oration delivered at Niles, July 4, 1876, p. 6.

Lansing woman's soldiers' monument association, centennial exhibition, Representative hall, July 4, 1876, p. 15.

Niles centennial jubilee handbill, p. 18.

Patriotic songs, p. 24.

United States international exhibition. Ill. pam., p. 8.

Whittier, J. G. Centennial hymn, p. 12.

Chicago copperhead convention, 1864. See pam. vol. 5.**Chicago fire (pamphlet vol.).**

Chicago during an appalling ordeal, Detroit, 1871.

Chicago relief and aid society, first special report, Chicago, 1871.

Commemoration jubilee of the rebuilding of Chicago, Ill., Chicago, n. d. (To which is appended a record of the great conflagrations of the world.)

Great fire of Chicago, Ill., Philadelphia, 1872.

Mrs. O'Leary's cow, Ill., New York, 1872.

This volume contains a piece of script picked up in the streets during the fire, the Chicago Evening Post for Oct. 9 and 14, 1871, the Chicago Democrat for Oct. 14, 1871, some photographs and many clippings of interest.

Chicago Herald Publishing Co., 1892.

Editorials that won. Arguments that live. See pam. vol. 25.

Chicago National Republican convention, 1880, Ill. See pam. vol. 16.**Chicago platform, 1864, Ill.** See pam. vol. 5.**Chorpenning case.** See pam. vols. 6, 9 and 26.**Church, state and public schools.** See pam. vol. 15.**Cipher dispatches, New York Tribune extra, Jan. 14, 1879.** See pam. vol. 6.**Clay, Henry.** Why he should not be president, Washington, 1844. See pam. vol. 3.**Clayton, P. Greeley vs. Grant.** See pam. vol. 9.**Cleveland, Grover.**

Administration, new, 1884, Ill. See pam. vol. 18.

Cabinet, portraits of members of, with sketches of their lives, 1885. See pam. vol. 18.

Inauguration day, 1885. See pam. vol. 18.

Installed as president, 1893, Ill. See pam. vol. 25.

Labor record. See pam. vol. 24.

Public record. See pam. vol. 18.

Policy towards the negroes, 1884. See pam. vol. 19.

Commercial aspect of the political contest of 1880. See pam. vol. 16.**Congresses that were lost.** See pam. vol. 21.**Costumes; woman's costumes after Eve to 1876, Ill.** See centennial vol.**Defrees, J. D. Appeal to the people, Ill.** See pam. vol. 16.**Democratic campaign book.** Washington, 1890. See pam. vol. 21.**Democratic principles and teachings.** See pam. vol. 20.**Democratic reform.** See pam. vol. 15.**Democratic state convention.** New York, 1848. See pam. vol. 1.**Directories.**

Barry, Eaton and Ingham counties, 1878. Lansing, 1878.

Lansing, 1873. Lansing, 1873. (First Lansing directory issued.)

Directories—*Continued.*

- Lansing, 1878. Madison, 1878.
 Lansing, 1878. Lansing, 1878.
 Lansing, 1891. Detroit, 1891.
 Lansing, 1892. Lansing, 1892.
 Lansing, 1892. Lansing, 1891.
 Lansing and Ingham county, 1888-4. Detroit, 1888.
 Lansing and Ingham county, 1885. Detroit, 1885.
 Lansing and Ingham county, 1887. Detroit, 1887.
 Lansing and Ingham county, 1888-9. Detroit, 1888.
 Lansing and Ingham county, 1892. Lansing, 1891.
Donan, Col. P. A scream from the American eagle in Dakota. Fourth of July oration delivered at Fargo, 1882. *See* almanac, vol. 4.
Downing, Major Jack. Biographical sketch of. *See* pam. vol. 2.
Duffy malt whisky collection. Baltimore, n. d. *See* almanac, vol. 4.
Duke Alexis. Visit to New York, ill., New York, 1871. *See* almanac, vol. 9.
Dwight, N. Geography of the world. New York, 1813.
Eddy, A. J. A talk to farmers. The tariff. Flint, 1884. *See* pam. vol. 18.
Edmonds' impeachment trial, Lansing, 1872. (Contains newspaper comments, pencil drawings, autograph letters, etc.)
Emery, Mrs. S. E. V. *See* Financial rascality.
Emigrant aid company; its organization, object and plans. Boston, 1854. *See* pam. vol. 33.
Facts for the people. Detroit, n. d. *See* pam. vol. 1.
Facts for the people; slave holder's rebellion. Detroit, n. d. *See* pam. vol. 5.
Facts from the treasury, 1890. *See* pam. vol. 21.
Ferguson, Major D. Report on resources of New Mexico and Arizona. Maps. Washington, 1863. *See* pam. vol. 6.
Financial facts for the people of Michigan. Lansing, 1858. *See* pam. vol. 5.
Financial rascality. Pamphlet vol.
 Emery, Mrs. S. E. V. Imperialism in America. Lansing, 1892.
 Seven financial conspiracies. Lansing, 1887.
 Reynolds, D. A. Political intrigues. Lansing, 1892.
Flags and streamers.
 Centennial flags, 1876. *See* centennial vol.
 Centennial flag.
 Centennial streamers.
 Flags of all nations.
 Fourth of July streamer.
 Liberty-bell banners.
 Liberty streamers.
 Grant banner. *See* Grant scrapbook.
 Hayes and Wheeler flag. *See* centennial vol.
Fowler, Capt. S. W. Autobiographical sketch of, Manistee, 1878. *See* pam. vol. 29.
Franklin, Benjamin. New England courant. *See* newspapers.
Free trade.
 American free trade league publications, New York, 1870. *See* pam. vol. 32.
 American carrying trade.
 American industry and the tariff.
 Atkinson, E. Collection of revenue.
 Chamberlain, E. M. Free trade.
 Facts for free traders.
 Freedom of trade, as tested by English and French experience.
 Freedom of trade; opinions of distinguished men.
 Home markets.
 How high tariff oppresses the poor.
 Is this protection?
 Lieber, F. Fallacies of American protectionists.
 Nitsch, A. W. Our farmers and free trade.
 Parsee letters; addressed to Horace Greeley.
 The tariff as it is and as it should be.
 To workingmen.
 What farmers say about the tariff.
 Evils of free trade. Detroit, 1888. *See* pam. vol. 20.
 Free trade vs. protection. New York Tribune extra, No. 89. *See* pam. vol. 19.

As a candidate.
Assassination of.
Cabinet; portraits of members of.
Election of.

Garfield and Arthur. Letters of acceptance of. Portraits of.
Garfield's letter to his mother; facsimile of.
Hill, M. A. Welcome to Garfield.
Inauguration of.
Lansing mayor's proclamation upon the death of Garfield.
Lewis, C. B. (*M. Quad*). Comic biography of Garfield, ill., New York, n. d.
Morey letter; press comments on.
Physicians; portraits of.

Geography.

Dwight, N. Geography of the world. New York, 1813.
George, Henry. Protection vs. free trade, 1892. *See* pam. vol. 25.
Goldie, W. F. Sunshine and shadow of slave life. East Saginaw, 1885. Pam.
Grant, Gen. U. S.

As a statesman. *German*. *See* pam. vol. 9.

Amnesty record of. *See* pam. vol. 9.

Clayton, P. Greeley vs. Grant. *See* pam. vol. 9.

Financial record of. *See* pam. vols. 9 and 27.

Burlesque. The coming crown. Philadelphia, 1880. *See* pam. vol. 16.

and the colored people. *See* pam. vols. 9 and 27.

contrasted with Greeley. *See* pam. vol. 9.

and Schurz in the south. Washington, 1865. *See* pam. vol. 9.

Scrap book. Record of his life, death and funeral obsequies, reminiscences, incidents of home life, autographs, photographs, etc.

General. *French*. *See* pam. vol. 9.

Mathews, Judge S. Grant or Greeley. *See* pam. vol. 27.

Official record as a statesman. *See* pam. vol. 27.

One hundred reasons for the reelection of. *See* pam. vols. 9 and 27.

Reception tendered Grant at Chicago, 1879. *See* pam. vol. 16.

Trip around the world. Chicago, n. d. *See* pam. vol. 16.

Greeley, H.

Autograph letters. *See* pam. vol. 27.

Biographical sketch, with portrait of, and views of birthplace. *See* pam. vol. 27.

Clayton, P. Greeley vs. Grant. *See* pam. vol. 9.

Death of. *See* pam. vol. 27.

Dix, J. A. Letter opposing Greeley, 1872. *See* pam. vol. 27.

Funeral obsequies. *See* pam. vol. 27.

Greeley and Brown ratification meeting in Detroit, 1872. *See* pam. vol. 27.

Greeley illustrated. *See* pam. vols. 9 and 27.

Greeley memory vindicated. *See* pam. vol. 27.

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Adsit, A. C.
Aitkin, R. P.
Alexander, L. P.
Alexander, S. U.
Alger, R. A.
Allen, Abram
Allen, Artemus
Allen, E. P.
Allen, G. W.
Allen, H.
Allen, Lewis
Allen, L. C.
Allen, M. S.
Allen, T. J.
Ames, Mrs. A. W.
Ames, J. G.
Anderson, G. H.
Andrews, Charles
Andrews, J. L.
Andrews, W. W.
Annable, F. C.
Arms, W. B.
Arms, Mrs. W. B.
Armstrong, J. H.
Arzeno, A. M.
Ashley, James
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Ashman, H. C.
Atwood.

Babcock, C. V.
Bacon, Emma L.
Bacon, L., Jr.
Bailey, A. W.
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Baker, F.
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Baldwin, A. C.
Baldwin, E. J.
Ball, Frances A.
Ball, William
Bancroft, E. C.
Barber, Daniel
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Barber, Z. M.
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Barbour, L. L.
Barclay, J. S.
Barker, R. P.
Barlow, N.
Barlow, N., Jr.
Barnaby, H. F.
Barnes, E.
Barrows, H. J.
Barter, James
Bartlett, W. R.
Bartow, J.
Bassett, H.
Bates, W. R.
Baxter, W. J.
Bayley, James
Beach, J. P.
Beach, Noah
Beach, S. E.
Beall, Isaac D.
Beamer, G. K.
Beckwith, J. H.
Beebe, Uriah
Beecher, C. N.
Beeson, L. H.
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Beksdon, W. E.
Bell, D. V.
Benedict, P. H.
Bennett, Alonzo
Bentley, J. W.
Berry, J.
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Betts, Charles
Bill, O. P.
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Bingham, H. H.
Bird, J. M.
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Blackmar, F. S.
Blades, F. A.
Blades, William
Blakeslee, George
Boles, J. K.
Bonham, A.
Bours, A. L.
Bowen, J.
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Bowman, J. H.
Bowne, J.
Boynton, N. S.
Bradley, N. B.
Brewster, Miss N. E.
Brewster, W. W.
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 Bristol, E. H.
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 Brown, A. S.
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 Brown, D. E.
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 Brownell, W.
 Bruce, H. E.
 Buck, A.
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 Burbank, W.
 Burch, John
 Burdick, A. C.
 Burnette, William
 Burrow, D.
 Bushnell, D. P.
 Butterfield, Ira H.
 Butterfield, Ira H., Jr.
 Button, J. H.

Cady, C. T.
 Calkins, A.
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 Camburn, L.
 Cameron, Alex.
 Campbell, A. E.
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 Canby, I.
 Canfield, L. H.
 Carlton, I. E.
 Carpenter, J.
 Carr, N. F.
 Carr, W. S.
 Case, S. M.
 Castle, Lemuel
 Caukin, V. W.
 Chamberlain, Henry
 Chamberlain, S.
 Champlin, E. P.
 Chandler, G.
 Chapin, C. A.
 Chase, J.
 Cherry, H. P.
 Chester, G. M.
 Childs, Aaron
 Childs, A. W.
 Chipman, H.
 Church, T. B.

Cillery, I. J.
 Clark, Benjamin
 Clark, Darius
 Clark, David
 Clark, E. B.
 Clark, Orman
 Clark, W. A.
 Clarke, H. K.
 Clarke, L. W.
 Cleveland, Grover
 Clisbee, Charles W.
 Coates, E.
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 Coates, L. B.
 Cobb, J. B.
 Coburn, D. C.
 Coe, G. A.
 Cole, Ezra
 Collins, A.
 Collins, J. H.
 Colwell, D. G.
 Combs, H. P.
 Comstock, A. J.
 Conant, H. A.
 Congdon, E.
 Congdon, J. M.
 Conkling, H. C.
 Conkling, Roscoe M.
 Cook, D. R.
 Cook, E. F.
 Cook, Harvey
 Cook, Jacob
 Cook, P. J.
 Cooley, A.
 Cooley, T. M.
 Cooper, G. B.
 Copeland, J. S.
 Copeland, J. T.
 Corey, J. D.
 Corrigan, P.
 Coulter, J. F.
 Covert, L. M.
 Cowan, G. Y.
 Cowen, H. M.
 Cowling, J.
 Crane, A. N.
 Crane, Mrs. L. H.
 Crapo, H. H.
 Cravath, I. M.
 Cravath, Mira E.
 Craven, R. E.
 Craven, Thomas
 Crawford, James
 Crawford, J. G.
 Orego, R. J.
 Crocker, T. M.
 Crosby, H. E.
 Crossman, A.
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 Culver, J. H.
 Curtis, N. D.
 Danforth, E. B.
 Daniels, Ebenezer

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| Daniells, N. I. | Fargo, J. D. |
| Darling, H. | Farr, G. A. |
| Darrah, L. | Faxon, T. J. |
| Davis, Amos | Fellows, O. H. |
| Davis, A. P. | Fenner, G. H. |
| Davis, C. | Fenton, C. B. |
| Davis, F. P. | Fenton, J. B. |
| Davis, J. | Fenton, J. S. |
| Davis, John | Ferguson, C. |
| Davis, L. | Ferguson, Daniel, Jr. |
| Davis, W. | Ferris, J. |
| Davenport, Ira | Ferry, A. P. |
| Dayton, D. | Ferry, T. W. |
| Dalamater, A. H. | Fessenden, C. B. H. |
| Denning, D. E. | Field, James |
| Dennis, D. B. | Fifield, F. W. |
| DePuy, James | Finch, A., Jr. |
| Dewey, F. A. | Finley, H. P. |
| Dickinson, W. E. | Finley, William, Jr. |
| Dickey, Charles | Fisher, David |
| Divine, R. K. | Fisher, Delos |
| Divine, W. | Fisher, Mrs. P. L. |
| Dixon, J. S. | Fitch, F. S. |
| Dockery, James | Fitch, L. A. |
| Dole, Julia F. | Fitch, M. L. |
| Dole, Sidney | Fitch, Mrs. F. S. |
| Dorsey, A. | Fitch, Mrs. N. |
| Doty, A. S. | Fitch, Nathan |
| Doty, Philo | Fitzgerald, Isabel |
| Doty, Samuel | Fitzgerald, J. B. |
| Douglass, C. C. | Follett, M. P. |
| Dovel, A. J. | Forbes, Jortin |
| Dow, J. B. | Forbes, Joshua |
| Dow, John | Ford, E. B. |
| Drake, A. L. | Forster, J. H. |
| Driggs, T. J. | Foster, Mary E. |
| Dunbar, W. | Foster, Seymour |
| Duncan, L. A. | Fowle, James |
| Duncan, R. W. | Fowler, J. N. |
| Dunham, N. | Fowler, S. W. |
| Dunham, W. C. | Fralick, Henry |
| Dunlap, A. B. | French, G. H. |
| Dusseau, J. J. | Frey, J. W. |
| Dusseau, V. A. | Frost, A. B. |
| | Fuller, C. C. |
| Eastman, J. G. | Fuller, P. C. |
| Easton, D. J. | Fuller, S. F. |
| Eck, W. R. | |
| Edmunds, J. M. | Gage, J. L. |
| Edmunds, N. | Gage, S. H. |
| Edsell, W. C. | Gannett, S. N. |
| Edsell, W. E. | Gardner, E. P. |
| Edwards, J. W. | Gardner, E. W. |
| Ellenwood, J. | Garwood, A. |
| Elliott, Adam | Gay, M. L. |
| Ely, Elisha | Gay, Mrs. M. L. |
| Ely, G. H. | Gaylord, A. S. |
| Ely, H. G. | Geddes, John |
| Emerson, P. H. | Geddes, N. |
| Enos, Morgan | Germain, G. W. |
| Erskine, James | Gibbs, G. C. |
| Ewell, P. | Gibson, F. |
| Fairfield, E. B. | Giddings, A. H. |

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| Giddings, Theodore | Haskins, J. F. |
| Giddings, T. T. | Hathaway, G. |
| Gidley, T. E. | Haven, M. |
| Gifford, M. E. | Hayden, H. A. |
| Gilbert, J. | Hayden, H. |
| Gilbert, L. S. | Hayes, A. L. |
| Gilbert, Thomas D. | Haynes, H. |
| Gillam, G. F. | Haywood, F. E. |
| Gillen, J. | Haze, C. W. |
| Gillman, J. | Haze, W. H. |
| Gilluly, J. | Hazen, Ezra |
| Glavin, J. | Hazen, Luke |
| Godard, A. | Hazelton, G. H. |
| Goff, S. S. | Healy, W. P. |
| Goodman, A. A. | Heath, J. S. |
| Goodman, L. | Hebard, C. A. |
| Goodrich, C. B. | Hemmingway, G. F. |
| Goodrich, E. | Hemmingway, William |
| Goodrich, M. A. | Henderson, D. C. |
| Goodrich, R. | Henderson, H. P. |
| Goodridge, Allen | Hewitt, L. K. Elisha |
| Goodwin, D. | Hewitt, Henry |
| Gorham, C. T. | Hewitt, L. K. |
| Gould, A. | Hicks, John |
| Grace, B. | Hicks, M. W. |
| Graham, J. H. | High, O. |
| Granger, E. | Higley, H. |
| Grant, Alexander | Hill, B. L. |
| Gray, E. L. | Hill, F. H. |
| Gray, Thomas | Hill, N. R. |
| Gray, William | Hinman, J. F. |
| Green, C. H. | Hitchings, J. P. |
| Green, N. | Hixson, D. |
| Greene, S. M. | Hobert, N. P. |
| Greenfield, A. | Hodge, H. C. |
| Greenfield, J. | Hodges, I. S. |
| Gregory, Charles | Hodgkinson, B. |
| Griswold, A. D. | Holden, E. G. D. |
| Grosvenor, E. O. | Holland, C. E. |
| Grovier, I. J. | Hollister, I. T. |
| Gullick, N. | Holloway, F. M. |
| | Holmes, J. C. |
| Haack, R. | Holt, H. H. |
| Hagerman, F. H. | Hood, J. G. |
| Hall, Frederick | Hopkins, Moses |
| Hall, Horatio | Horton, D. |
| Hall, H. C. | Horton, J. M. |
| Hammond, A. G. | Hosford, F. H. |
| Hanchett, B. | Hotchkiss, L. |
| Hand, M. | Hough, O. |
| Handy, J. B. | House, E. J. |
| Haney, H. J. | Howard, O. F. |
| Hannahs, George | Howe, H. H. |
| Hannahs, P. | Howe, Orrin |
| Harmon, H. H. | Howell, A. |
| Harper, J. | Howell, W. T. |
| Harrington, C. F. | Howland, H. |
| Harrington, D. B. | Hoyt, H. E. |
| Harrington, E. B. | Hoyt, J. M. |
| Hart, N. H. | Hubbard, J. H. |
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| Hartsuff, J. L. | Huckins, I. |
| Hascall, C. C. | Hudson, B. P. |

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Hurd, H. C.
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Jenks, B. W.
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Jewett, G. W.
Johnson, Daniel
Jones, E. H.
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Jones, George
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Kedzie, R. C.
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Kelley, H.
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Kelsey, S. R.
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Kennedy, F. A., Jr.
Kennedy, F. A., Sen.
Kenney, M.
Kenney, M. C.
Kibbee, C. V. R.
Kibbee, H. C.
Kibbee, Porter
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Kilbourne, J. H.
Kimberly, E. C.
King, N. G. C.
King, J. B.
King, J. W.
King, N. G.
Kingsbury, S. O.
Kingsley, James
Kipp, James
Kirby, John
Kirkland, George
Knapp, Cornelius
Knowlton, E. G.

Lacey, E. S.
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Laing, W. P.
Lamb, J. M.
Lancaster, Columbia
Landon, J.
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Lane, G. M.
Lane, M. T.
Lane, T. Peter
Langdon, N.
Lapham, L.
Larue, J. B.
Lathrop, H.
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Lathrop, H. N.
Latourette, D. L.
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Lawrence, S. L.
Leach, D. C.
Ledyard, H.
Lee, J. B.
Lee, Josiah
Leech, G. C.
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Leland, E.
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LeRoy, Daniel
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Linderman, P.
Littlejohn, F. J.
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Livermore, J. L.
Longyear, J. W.
Look, H. M.
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Lothrop, E. H.
Lovell, G. W.
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Makley, P. D.
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Martin, E.
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McCurdy, Hugh
McCutcheon, A. J.
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McGaffey, George
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McGraw, A. C.
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McKeen, S. D.
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McKinney, John
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McPherson, William
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Middleworth, A.
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Moffatt, O.
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Morrison, S. A.
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Mowry, Z. M.
Moyers, G.
Mulholland, James
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Murphy, A. J.
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Near, J. L.
Nevins, J. M.
Newcomb, G. K.
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Newman, A.
Nims, W. R.
Ninde, Thomas
Noble, A. M.
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Norris, J. B.
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O'Grady, James
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Osborn, C. Y.
Owen, F. K.
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Pack, A.
Packard, E.
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Paddock, A.
Paine, E.
Palmer, J. R.
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Parmelee, A. C.
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Pattengell, O. R.
Patchen, Levi
Patterson, M. A.
Pearl, S.
Pease, W. H.
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Pendill, Frank
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Pengelley, M. E.
Perrin, H. M.
Perry, E.
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Persons, A. E.
Peters, George
Petitt, T. H.
Phelps, J. W.
Phelps, William
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 Sowle, R. D.
 Spalding, Dr. E.
 Spaulding, O. L.
 Spencer, A.
 Spencer, Lydia A.
 Spencer, M.
 Spofford, C.
 Sprague, R.
 Standish, J. H.
 Stannard, A. S.
 Starkey, H.
 Starkey, L. F.
 Stebbins, F. R.
 Steevens, H.
 Stetson, E.
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 Stevens, F. H.
 Stevens, J. J.
 Stevens, T. L.
 Stevens, W. C.
 Stevens, W. N.
 Stewart, Edwin
 Stillson, E. L.
 St. John, J. B.
 Stockbridge, F. B.
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